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ABSTRACT This is the second of two volumes developed by Project CONNECT in order to enable local program personnel to determine the appropriateness of a test for a particular child. For 71 preschool tests the following information is presented, when available: title, whether the test is for screening or verification, bibliographic information, descriptive information, examinee appropriateness, administrative considerations, scoring and interpretation, implications for programming, normative data, technical aspects, references, and additional information. Test title and author indexes for both volumes are included. (HV)

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VOLUME II

TITLE

CONTENT AREAS

EMPHASIS

COMMUNI-
CATION

MOTOR

SELF

HELP

SOCIALI-

ZATION

COGNI-

TIVE

SCREEN-

ING

VERIFI-

CATION

IEP

DEV

TITLE	COMMUNI- CATION	MOTOR	SELF HELP	SOCIALI- ZATION	COGNI- TIVE	SCREEN- ING	VERIFI- CATION	IEP DEV
69. AAMD ADAPTIVE BEHAVIOR SCALE				X		X	X	X
70. ABC INVENTORY					X	X		
71. ABILITY PROFILE FORM		X		X	X	X		
72. ACTIVITY LEVEL RATING SCALE				X		X		
73. AMERICAN SCHOOL READINESS TEST					X	X		
74. ANTON BRENNER DEV. GESTALT TEST OF SCHOOL READINESS				X	X	X		
75. ARIZONA ARTICULATION PROFICIENCY SCALE	X					X		
76. ASSESSMENT OF CHILDREN'S LANGUAGE COMPREHENSION	X						X	
77. AUDITORY POINTING TEST					X	X		
78. BAYLEY SCALES OF INFANT DEVELOPMENT		X		X	X		X	
79. BEHAVIORAL CHARACTERISTICS PROGRESSION	X	X	X	X	X	X		X
80. BENDER VISUAL MOTOR GESTALT TEST		X			X	X	X	

TITLE

CONTENT AREAS

EMPHASIS

COMMUNI-
CATION

MOTOR

SELF
HELPSOCIALI-
ZATIONCOGNI-
TIVESCREEN-
INGVERIFI-
CATIONIEP
DEV

81. BINGHAM BUTTON TEST					X	X	✓	
82. CATTELL INFANT INTELLIGENCE SCALE					X		X	
83. CIRCUS	X			X	X	X		
84. COLUMBIA MENTAL MATURITY SCALE					X	X		
85. DENVER ARTICULATION SCREENING EXAM	X					X		
86. DENVER AUDIOMETRIC SCREENING TEST	X					X		
87. DENVER EYE SCREENING TEST			X			X		
88. DETROIT TESTS OF LEARNING APTITUDE					X	X		
89. DEVELOPING ORAL LANGUAGE WITH YOUNG CHILDREN	X				X	X		X
90. DEVELOPMENTAL ACTIVITIES SCREENING INVENTORY		X			X	X		X
91. DEVELOPMENTAL CHECKLIST	X	X	X	X	X	X		X
92. DEVEREUX TEST OF EXTREMITY COORDINATION		X				X		X

TITLE

CONTENT AREAS

EMPHASIS

COMMUNI- SELF SOCIAL- COGNI- SCREEN- VERIFI- IEP
CATION MOTOR HELP ZATION TIVE ING CATION DEV

93. FAIRVIEW DEVELOPMENTAL SCALE	X		X	X	X	X		X
94. FAIRVIEW LANGUAGE EVALUATION SCALE	X					X		
95. FAIRVIEW PROBLEM BEHAVIOR RECORD			X			X		
96. FAIRVIEW SELF-HELP SCALE	X	X	X	X		X		
97. FULL RANGE PICTURE VOCABULARY TEST	X					X		
98. GOLDMAN-FRISTOE TEST OF ARTICULATION	X						X	
99. GOLDMAN-FRISTOE-WOODCOCK TEST OF AUDITORY DISCRIM.	X					X		
100. GUIDE TO THE CHILD'S LEARNING SKILLS				X	X	X		
101. HESS SCHOOL READINESS SCALE					X	X		
102. HISKEY-NEBRASKA TESTS OF LEARNING APTITUDE					X	X	X	
103. HOUSTON TEST FOR LANGUAGE DEVELOPMENT	X					X		
104. INITIAL LEARNING ASSESSMENT				X	X	X		X

TITLE

CONTENT AREAS

EMPHASIS

COMMUNI-
CATION

MOTOR

SELF
HELPSOCIALI-
ZATIONCOGNI-
TIVESCREEN-
INGVERIFI-
CATIONIEP
DEV

105. KAHN INTELLIGENCE TEST	X	X			X		X	
106. KOHN PROBLEM CHECKLIST & KOHN SOCIAL COMPETENCE SCALE				X		X		
107. LEARNING ACCOMPLISHMENT PROFILE	X	X	X	X	X	X		X
108. LINDAMOOD AUDITORY CONCEPTU- ALIZATION TEST	X					X	X	
109. MAGIC KINGDOM	X	X		X	X	X		
110. MEMPHIS MODEL: COMPREHENSIVE DEVELOPMENT SCALE	X	X	X	X	X	X		X
111. MINNESOTA PRESCHOOL SCALE					X	X	X	
112. MURPHY-DURRELL READING READINESS ANALYSIS					X	X		
113. PEABODY DEVELOPMENTAL MOTOR SCALES		X				X		
114. PEABODY PICTURE VOCABULARY TEST	X					X	X	
115. PHYSICIAN'S HANDBOOK SCREENING TEST FOR MBD	X			X	X	X		
116. PIAGETIAN ATTAINMENT KIT					X	X	X	

TITLE

CONTENT AREAS

EMPHASIS

COMMUNI- SELF SOCIALI- COGNI- SCREEN- VERIFI- IEP
CATION MOTOR HELP ZATION TIVE ING CATION DEV

117. PICTORIAL TEST OF INTELLIGENCE					X		X	
118. PORTAGE GUIDE TO EARLY EDUCATION	X	X	X	X	X	X		X
119. PRESCHOOL AND EARLY PRIMARY SKILL SURVEY					X	X		
120. PROFILE OF BASIC LEARNING ABILITIES	X	X		X	X		X	X
121. PROGRAM FOR PRESCHOOL VISUALLY IMPAIRED CHILDREN: DEVELOPMENTAL CHECKLIST	X	X	X	X	X	X		X
122. PSYCHOEDUCATIONAL EVALUATION OF THE PRESCHOOL CHILD		X		X	X	X		X
123. PSYCHOEDUCATIONAL INVENTORY OF BASIC SKILLS & PSNL. DEV.		X	X	X	X	X		
124. PUPIL RATING SCALE	X	X		X	X	X		
125. PUPIL RECORD OF EDUCATIONAL BEHAVIOR	X				X	X		X
126. QUICK TEST	X				X	X		
127. RECEPTIVE-EXPRESSIVE EMERGENT LANGUAGE SCALE	X					X		

TITLE

CONTENT AREAS

EMPHASIS

COMMUNI- SELF SOCIAL- COGNI- SCREEN- VERIFI- IEP
CATION MOTOR HELP ZATION TIVE ING CATION DEV

128. SCALE OF EFFECTIVENESS MOTIVATION				X		X		
129. SCHOOL READINESS SURVEY	X				X	X		
130. SEQUENCED INVENTORY OF COMMUNICATION DEVELOPMENT	X						X	X
131. SLOSSON DRAWING COORDINATION TEST		X			X	X		
132. SLOSSON INTELLIGENCE TEST					X	X		
133. TEACHING RESEARCH MOTOR DEVELOPMENT SCALE		X				X		X
134. TEMPLIN-DARLEY TESTS OF ARTICULATION	X					X	X	
135. TEST FOR AUDITORY COMPRE- HENSION OF LANGUAGES	X						X	
136. TEST OF CONCEPT UTILIZATION	X				X		X	
137. VISUAL EFFICIENCY SCALE					X	X		
138. WALKER READINESS TEST FOR DISADVANTAGED PRESCH. CHILD.					X	X		
139. WASHINGTON SPEECH SOUND DISCRIMINATION TEST	X					X		

TEST ANALYSIS**TITLE:** AAMD ADAPTIVE BEHAVIOR SCALEScreening ☒ Verification ☒**BIBLIOGRAPHIC INFORMATION:****Author:** Nadine Lambert Linda Cole
Myra Windmiller Richard Figuerca**Publisher:**
American Assoc. on Mental Deficiency
5201 Connecticut Avenue, N.W.
Washington, D. C. 20015**Ordering Information:****Editor:****Forms:** Public School Version -
1974 Revision**Copyright Date:** 1975**Cost:** Specimen set - \$10.00; Manual - \$7.00; Scale booklet - \$1.00 (for 100 or more - \$0.50)**DESCRIPTIVE INFORMATION:****Purpose:** To assess a child's adaptive behavior in a classroom setting, to enhance a program placement decision.**Age Range (CA):** **MA:** **Grade Level:** Preschool - Schoolage
Norms are from 7 yr. 3 mo. - 13 yr. 3 mo.**Format:**

Scale contains two parts divided into Part I, skills and habits of the child, and Part II, social expectations placed upon the child.

Time Required:

Untimed

Sub-Areas: See Additional InformationPart I: Independent functioning
Physical development
Economic activityNumbers and time
Vocational activity
Self-directionSocialization
Responsibility
Language development**Observational Information:**

The total scale is observational. There is space on the cover sheet for any additional information that should be known about the child.

Personally Identifiable Information Required:

Child's name, date of birth

Date of testing

Name of person filling out scale

Name of person used as the information source

TEST ANALYSIS

TITLE: AAMD ADAPTIVE BEHAVIOR SCALE

Screening ☒ Verification ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

Mentally retarded, Educationally handicapped, Behavior/Emotional problems and Learning disabilities), Normal

Age Range (CA):

MA:

GRADE LEVEL: Preschool - Schoolage

Norms are from 7 yr. 3 mo. - 13 yr. 3 mo.,

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual.

Training Needed by Examiner:

Examiner must be thoroughly familiar with the ABS. Should be competent in conducting a nondirected interview or complete observation.

Other Persons Required:

If the scorer is not the informant then a person thoroughly familiar with the child is needed.

Materials Required: (*items not provided in kit)

None

SCORING AND INTERPRETATION:

Procedure: Each item is scored in accordance with the directions stated for that item. Two different methods are used: 1. Select most appropriate statement. 2. Select all appropriate statements with regard to frequency. Scores are totaled for each item, subdomain, and domain. May be compared to reference tables for percentile ranks.

Format:

Scoring is done in the record book. Each item score is recorded in a circle, each subdomain in a triangle and domain in a rectangle.

Space for Recording Retest:

The manual recommends that only one ABS per record booklet be made to prevent bias from the previous testing. Extra materials are provided in the event of error.

Summary Sheet (graphic representation):

A Data Summary Sheet for each part records subdomain and domain score. A Profile Summary records domain scores and their percentile ranking.

TITLE: AAMD ADAPTIVE BEHAVIOR SCALE

Screening ☒ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

-Provides information upon which an individual educational plan may be based.

NORMATIVE DATA:

Sample Size: 2600; 200 TMR, 400 EH, 1,000 EMR, 1,000 normal children

Population Descriptors Used:

Grades 2-6

Class placement

Sex

Population density of residence

Socioeconomic status

Ethnic status

TECHNICAL ASPECTS:

Reliability: No studies have been made with the Public School version. Data reported for the 1974 Revision reported a mean reliability of .86 for Part I, and .57 for Part II.

Validity:

From item analysis, highly significant correlations of class placement with domain scores was found. Only correlations not significant for Part I was the 12 yr. 3 mo. - 13 yr. 2 mo. group.

REFERENCES:

AAMD Adaptive Behavior Scale - manual
scale booklet

TITLE: AAMD ADAPTIVE BEHAVIOR SCALE

Screening ☒Verification ☒

ADDITIONAL INFORMATION:

SUB-AREAS:

Part II:

Violent and destructive behavior
Antisocial behavior
Rebellious behavior
Untrustworthy behavior
Withdrawal
Stereotyped behavior and odd mannerisms
Inappropriate interpersonal manners
Unacceptable vocal habits
Unacceptable or eccentric habits
Hyperactive tendencies
Psychological disturbances
Use of medications

Norm tables are divided into: Age

Sex - Part II only

Ethnic status - Part II only

Class placement

CONNECT

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: February 1977

TEST ANALYSIS

TITLE: ABC INVENTORY

Screening ☒

Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Normand Adair
George Blesch

Publisher:
Division of Test Maker, Inc.
1568 East Airport Road
Muskegon, Michigan 49444

Ordering Information:

Editor: Forms: Research Edition

Copyright Date: 1965

Cost: Set \$9.40

DESCRIPTIVE INFORMATION:

Purpose:

To determine a child's kindergarten and school readiness.

Age Range (CA):

MA:

Grade Level: Pre-kindergarten

Format:

The inventory contains four sections each dealing with a different concept and type of question.

Time Required:

8-9 minutes

Sub-Areas:

None

Observational Information:

None

Personally Identifiable Information Required:

Child's name, sex, date of birth, age, and address

School's name and district

TITLE: ABC INVENTORY

Screening ☒Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Some preacademic skills.

Disability Groups:

All, in the borderline to mild or moderate range.

Age Range (CA):

MA:

GRADE LEVEL: Pre-kindergarten

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual:

Individual

Training Needed by Examiner:

None

Other Persons Required:

None

Materials Required: (*items not provided in kit)

*6" square pieces of paper approximately the weight of typing paper.

SCORING AND INTERPRETATION:

Procedure:

Each section is scored as stated in the manual. All sections are totaled and are converted into a readiness age.

Format:

All scoring is accomplished during the testing. Scores are recorded on the inventory.

Space for Recording Retest:

None

Summary Sheet. (graphic representation):

None

TEST ANALYSIS

TITLE: ABC INVENTORY.

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-Predicts with a high degree of success, which children will be inadequate in subsequent school performance.

-May indicate which children should enter alternative programs to a formal kindergarten class.

NORMATIVE DATA:

Sample Size: 166 children

Population Descriptors Used:

Male and female

Ages 4 yrs. 9 mos. to 4 yrs. 11 mos.

15 schools

TECHNICAL ASPECTS:

Reliability: Using matched comparable groups, paired for age and enrolled in the same school district, two years apart, showed a critical ratio of .58 for the ABC Inventory. Standard Error of Measurement is 2.08.

Validity: "Compared pass-fail features between children in the upper and lower half of the score distribution (83 receiving a score above 68; and 83 scoring below 68): 43 children failed their first year in school. 37 or 68% were identified accurately, 77 or 63% passing, scored above 68."

REFERENCES:

The ABC Inventory - manual
inventory form

TITLE: ABC INVENTORY

Screening ☒Verification ☐

ADDITIONAL INFORMATION:

Test items may be culturally biased (i.e. "What time of year do we swim?" Answer is summer; "When is the 4th of July or Christmas?")

Since the child is answering from his own background questions like, "Which is bigger, a dog or a cat?", with dog being the correct answer. This may not agree with what the child sees in his home in which he has a toy poodle which is the same size or smaller than the cat next door. This may hold true with the questions, "Which is bigger, a boy or a man?" If the man is from the old country or from a poverty area, he may be smaller than a boy, since we know that in recent years Americans have been growing taller.

CONNECT14 NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: March 1977

TEST ANALYSIS

TITLE: ACTIVITY LEVEL RATING SCALE

Screening ☒ Verification ☐**BIBLIOGRAPHIC INFORMATION:**

Author: Katharine M. Banham

Publisher:

Ordering Information:

Katharine Banham, Assoc. Prof.
Duke University
Department of Psychology
Durham, North Carolina 27706

Editor:

Forms:

Copyright Date: None

Infant - 2 yrs.
Preschool children

Cost: No charge

DESCRIPTIVE INFORMATION:

Purpose:

"...to assist in the psychological assessment of cerebral palsied children..."

Age Range (CA): 2 mos. - MA:
5 yrs.

Grade Level:

Format:

Child is rated in 10 behavior areas as to the child's activity during a regular psychological testing session. Each item has 5 descriptive sentences.

Time Required: Untimed

Sub-Areas:

None

Observational Information:

The Rating Scale is an observation instrument.

Personally Identifiable Information Required:

Child's name, date of birth, address, age at first rating.

Rater's name

Date and time of rating

TITLE: ACTIVITY LEVEL RATING SCALE

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Ability to move limbs freely.

Disability Groups:

Physically handicapped, Mentally retarded, Socially-Emotionally disturbed.

Age Range (CA): 2 mos. - MA:
2 yrs.

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual.

Training Needed by Examiner:

Rater should be a keen observer. Observations may be made by the psychologist testing the child.

Other Persons Required:

A rater is required if the psychologist chooses not to make such close observations or for a reliability check.

Materials Required: (*items not provided in kit)

Materials used during this observation are from the psychological test being administered.

SCORING AND INTERPRETATION:

Procedure: Choose most appropriate sentence to the child's observed activity level. Record rating (1: low or no activity to 5: high amount of activity). Add ratings for total.

Format:

Rating and Profile Sheet lists all 10 areas. Area for comments is provided.

Space for Recording Retest:

Three ratings may be made on the same Rating and Profile Sheet.

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: ACTIVITY LEVEL RATING SCALE

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- May help identify the hyper- or hypo-active child.
- May indicate a child's developmental level with regard to activity.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS:

Reliability: Rater reliability between 2 psychologists testing 56 mentally retarded and 12 normal cerebral palsied children at 6 month intervals was .98. Scores show some stability after 2½ years of age.

Validity: Between the Rating Scale total score and the Cattell IQ for retarded cerebral palsied children, the correlation was .62 and .57 for those under and over 30 months respectively. Between the Rating Scale and the developmental quotient on the Quick Screening Scale, the correlation was .50 and .58 for under and over 2½ years respectively.

REFERENCES:

Activity Level Rating Scale - infant - 2 years
preschool

"Activity Level of Retarded Cerebral Palsied Children", excerpted from
Exceptional Children, 1972

TITLE: ACTIVITY LEVEL RATING SCALE

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

"No positive relationship between activity level and IQ or developmental quotient was noted for normally intelligent cerebral palsied children or for non-handicapped children."

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109**TEST ANALYSIS**

TITLE: AMERICAN SCHOOL READING READINESS TEST

Screening ☒Verification ☐**BIBLIOGRAPHIC INFORMATION:**Author: Willis E. Pratt, Ph.D.
George A. W. Stouffer, Jr., Ed.D.Publisher: Bobbs-Merrill Educational Publishing
4300 W. 62nd Street
Indianapolis, Indiana 46206

Ordering Information:

Editor:

Forms: Revised Form X

Copyright Date: 1964

Cost: Specimen set - \$1.10; Single copy - \$0.41; Package of 35 tests and accessories - \$5.90

DESCRIPTIVE INFORMATION:

Purpose: Designed as a survey test to determine a child's readiness to learn to read.

Age Range (CA): MA: 5-6 yrs. Grade Level: First Grade

Format: Child is presented pictures, figures, or letters, letter combinations, words. Child is to perform the task indicated by the examiner. 60 items in total.

Time Required: Approximately 30 minutes, with a break.

Sub-Areas: Picture vocabulary
Discrimination of form
Letter form recognitionLetter combination recognition
Word recognition
Word matching
Following directions
Memory for designs

Observational Information:

None

Personally Identifiable Information Required:

Standard information

Whether child wears glasses, attended kindergarten, English spoken in home
Physical or speech defects

TEST ANALYSIS

TITLE: AMERICAN SCHOOL READING READINESS TEST

Screening ☒Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Ability to follow directions

Disability Groups: All, but Learning disabled (those with perception problems) and Visually impaired (even those with partial sight)

Age Range (CA):

MA:

GRADE LEVEL: First Grade

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Group. Ideally 10-15 children

Training Needed by Examiner:

None

Other Persons Required:

None

Materials Required: (*items not provided in kit)
* 8 x 5" piece of colored paper

SCORING AND INTERPRETATION:

Procedure: Scoring key is furnished to ease scoring. One point for every correct answer. Add all correct answers together in each sub-area and then total sub-areas for total. Total Test Score may be converted to percentile rank or stanine (tables in manual). Predicted Reading Grade may be determined (table in manual).

Format:

Scoring is done in the pupil record.

Space for Recording Retest:

Test is in a non-reusable booklet.

Summary Sheet (graphic representation):

Summary of scores is on the record form face sheet.

TEST ANALYSIS

TITLE: AMERICAN SCHOOL READING READINESS TEST

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May provide information to determine groups for reading skills.

-May be administered prior to school entrance to provide information into what type of class a specific child should be placed, (e.g. accelerated reading, pre-reading, rudimentary, etc.)

NORMATIVE DATA:

Sample Size: 1091

Population Descriptors Used:

Rural, urban, school districts

Industrial, agricultural, residential

Public, private, parochial schools

Socio-economic status and other cultural factors

TECHNICAL ASPECTS:

Reliability: Odd/Even reliability was .95. Standard error of measurement was 2.22 and 2.75 for children with and without kindergarten experience, respectively.

Validity: Correlation between the ASRRT and the Reading Tests of the American School Achievement Test, Primary Battery I, Form D, was .75 and .81 for children with and without kindergarten experience respectively.

REFERENCES:

American School Reading Readiness Test - teacher's manual
pupil's record booklet

TITLE: AMERICAN SCHOOL READING READINESS TEST

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

The ASRRT provides separate norms for children having kindergarten or no kindergarten experience.

Manual provides explanation of percentile rank and stanine scores to enable the teacher to understand the reasons for using either in this and all tests.

TEST ANALYSIS**TITLE:** ANTON BRENNER DEVELOPMENTAL
GESTALT TEST OF SCHOOL READINESSScreening ☒ Verification ☐**BIBLIOGRAPHIC INFORMATION:****Author:** Anton Brenner, Ph.D.**Publisher:**Western Psychological Services
12031 Wilshire Boulevard
Los Angeles, California 90025**Editor:****Ordering Information:****Forms:****Copyright Date:** 1964**Cost:** Kit - \$13.50; Manual - \$4.00; Protocol booklet (pkg. of 25) - \$6.50;
Test materials - \$4.50**DESCRIPTIVE INFORMATION****Purpose:**

To determine a child's readiness for school entry.

Age Range (CA): *5-6 yrs. **MA:** **Grade Level:**

*May be used to assess younger children.

Format:Child is asked to reproduce forms, count, and draw-a-man. An Achievement-
Ability: Social-Emotional Behavior checklist is filled out by the teacher prior
to testing.**Time Required:**

Approximately ten minutes, including scoring.

Sub-Areas:

Number producing

Sentence Gestalt

Number recognition

Draw-A-Man

Ten dot Gestalt

Observational Information:Careful attention should be given to the child's behaviors during the
testing. Space for observations and comments is provided on the cover sheet.**Personally Identifiable Information Required:**

Child's name, address, phone number, date of birth, exact chronological age.

~~School's name~~, district

Teacher's name, grade

Mother's name, father's name, father's occupation

TITLE: ANTON BRENNER DEVELOPMENTAL
GESTALT TEST OF SCHOOL READINESS

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:**Prerequisite Skills:**

Ability to copy

Disability Groups:

Learning disabled, Educable/Borderline Mentally retarded, Hearing impaired
Physically handicapped.

Age Range (CA): 5-6 years MA;

ADMINISTRATIVE CONSIDERATIONS:**Group or Individual:**

Individual

Training Needed by Examiner:

Teacher or examiner should be familiar with the manual and underlying conceptual base. Experience with the use of the BGT is recommended with children not designated to be evaluated.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

- 15-20 1/2-inch blocks - same color
- black or blue crayon
- kindergarten size pencil

SCORING AND INTERPRETATION:

Procedure: Specific criteria for passing each item are in the manual. A plus is 1 point, a minus is minus one point. All points are totaled, added to 40 (a constant) subtracted from all minus points and compared to the table in the manual for degree of readiness (high, low, average).

Each sub-test is broken down to its elements that are scored on the cover sheet.

Space for Recording Retest:

Protocol booklet is non-reusable.

Summary Sheet (graphic representation):

Coversheet of the protocol booklet serves as a score summary.

TEST ANALYSIS

TITLE: ANTON BRENNER DEVELOPMENTAL
GESTALT TEST OF SCHOOL READINESS

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May identify the early maturing or gifted child as well as the slow maturing or retarded child.

-May identify children that are emotionally disturbed (long or short standing problems).

-May aid in the compilation of "...a comprehensive picture of the child's personality..." which may lead to special recommendations in borderline cases.

NORMATIVE DATA:

Sample Size:

748

Population Descriptors Used:

Michigan

Kindergarten

Age - 4 yrs. 9 mos. - 6 yrs. 10 mos.

TECHNICAL ASPECTS: Extensive research has been made with the BGT, statistics cited here are just examples.

Reliability: Test/Retest: for 100 children tested in November and June was .55; for 77 children tested in March and June was .74. Odd/Even: 95 children tested in January was .92, 374 tested in June was .83. Sub-test correlations with total test score ranged from .66 (Draw-A-Man) to .93 (copying) with 95 children tested in June.

Validity:

BGT total score and the social-emotional behavior criterion yield a correlation of .82. The BGT compared with teacher ratings yielded a correlation of .61 for kindergarten teachers which rose to .71 and .68 when compared with first grade teacher ratings seven months later. BGT total scores predicted accurately the Achievement-Ability: Social-Emotional behavior, in 79% of the cases.

REFERENCES:

Anton Brenner Developmental Gestalt Test of School Readiness - manual

TITLE: ANTON BRENNER DEVELOPMENTAL
GESTALT TEST OF SCHOOL READINESS

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

The BGT is almost culture-free and may accurately assess non-English speaking children since only the directions are in English and may be translated.

CONNECT1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109DATE: April 1977**TEST ANALYSIS****TITLE:** ARIZONA ARTICULATION PROFICIENCY SCALEScreening ☒Verification ☐**BIBLIOGRAPHIC INFORMATION:****Author:** Janet Barker Eudala, Ph.D.**Publisher:**

Western Psychological Services

12031 Wilshire Boulevard

Los Angeles, California 90025

Editor:**Ordering Information:****Forms:****Copyright Date:** 1963, 1970, 1974**Cost:** Kit - \$18.50; Manual - \$3.00; Protocol booklet (pkg. of 25) - \$6.50;
Picture test cards - \$9.50; Survey form (pad of 50) - \$6.50**DESCRIPTIVE INFORMATION:****Purpose:**

To measure a child's articulatory proficiency in proportion to his total speech.

Age Range (CA):

MA: 2-14 yrs. Grade Level:

Format:

Child is to identify verbally 48 picture cards or read 25 sentences.

Time Required:

10-15 minutes, including scoring.

Sub-Areas:

None

Observational Information:

None

Personally Identifiable Information Required:

Child's name, sex, birthdate, age, address, phone number

Parent's name

School's name, grade, room, teacher

Speech clinician's name

TITLE: ARIZONA ARTICULATION PROFICIENCY SCALE

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Language

Disability Groups:

Aphasics and other severe language disorders, Severe Cerebral palsy

Age Range (CA): MA: 2-14 years

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual:

Individual

Training Needed by Examiner:

Examiner should be a speech, language, or hearing clinician, should be familiar with phonetic notation.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

48 picture cards

2 picture cards: boy with hand in cookie jar
boy riding a bicycle

SCORING AND INTERPRETATION:

Procedure: Only errors are recorded. Corresponding numerical value for each consonant or vowel error value is circled, then added together separately for consonants and vowels, then totaled and subtracted from 100 to obtain an AAPS Total Score which is the percentage of the child's articulation which is correct.

Format: Protocol booklet contains the card number response word, age by which 90% of the children tested had mastered the sound position of the sound, error and numerical value. Same information is available for vowels in order of testing.

Space for Recording Retest:

There is a space for one retest which will determine the percentage of speech improvement over time.

Summary Sheet (graphic representation):

A Survey Form provides a summary of the child with severe articulation problems, listing most common misarticulations. Information for ten children may be entered on one form.

TEST ANALYSIS

TITLE: ARIZONA ARTICULATION PROFICIENCY SCALE

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- Indicates the percentage of speech sounds that are correctly articulated which may aid in the decision of assigning priority for articulation therapy.
- Will determine the percentage of articulation improvement by pre and post-testing.
- May be used as a language screening device.

NORMATIVE DATA:

Sample Size: 702

Population Descriptors Used:

Age - 3 yrs; 11 yrs. 11 mos.
Seattle Public Schools
Examiners - 19 speech clinicians

TECHNICAL ASPECTS:

Reliability: Test/Retest reliability within one week of initial testing was .96. Inter-rater reliability was .99 when five examiners simultaneously rated responses of 15 children.

Validity:

Agreement with 10 graduate students in speech pathology with clinical experience, rating two, 10-second samples of a child's spontaneous speech and the AAPS was .92.

REFERENCES:

Arizona Articulation Proficiency Scale: Revised - manual

TEST ANALYSIS

TITLE: ARIZONA ARTICULATION PROFICIENCY SCALE

Screening ☒

Verification ☐

ADDITIONAL INFORMATION:

TEST ANALYSIS**TITLE:** ASSESSMENT OF CHILDREN'S LANGUAGE
COMPREHENSIONScreening ☐Verification ☒**BIBLIOGRAPHIC INFORMATION:****Author:** Rochana Foster
Jane J. Giddan**Publisher:** Joel StarkConsulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, California 94306**Editor:****Ordering Information:****Forms:****Copyright Date:** 1972**Cost:** Manual - \$2.50; Recording sheet (pad of 50) - \$2.25; Cards - \$9.50**DESCRIPTIVE INFORMATION:****Purpose:**

Designed to determine how many word classes in different combinations of length and complexity a child is able to understand.

Age Range (CA): 34 - 6 yrsMA:**Grade Level:****Format:**

Child is presented with a card with four pictures, then given a stimulus word, phrase or sentence and must point to the correct picture.

Time Required:

Ten minutes

Sub-Areas:

Part A: Core vocabulary

Part B, C, D: Comprehension of an increased number of alternatives

Observational Information:

None

Personally Identifiable Information Required:

Recording sheet unavailable for review.

TITLE: ASSESSMENT OF CHILDREN'S LANGUAGE
COMPREHENSION

Screening ☐ Verification ☒

EXAMINEE APPROPRIATENESS:**Prerequisite Skills:**

Ability to indicate a response.

Disability Groups:

Language impaired, Severe Articulation problems, children with Limited Speech.

Age Range (CA): 3½ - 6 yrs. MA:

ADMINISTRATIVE CONSIDERATIONS:**Group or Individual:**

Individual. There is a group form for this test for screening purposes.

Training Needed by Examiner:

Examiner should be familiar with the objective of the test. Speech clinician should review the results for appropriate programming.

Other Persons Required:

None

Materials Required: (*items not provided in kit):

Stimulus cards

SCORING AND INTERPRETATION:

Procedure: Answers in Part A are added together. Scores for Parts B, C, and D are determined by a formula in the manual. Scores may be compared to tables for mean scores by age and sex; caution should be used due to the highly individual nature of language problems.

Format:

Response sheet unavailable for review.

Space for Recording Retest:

Response sheet unavailable for review.

Summary Sheet (graphic representation):

Response sheet unavailable for review.

TEST ANALYSIS

TITLE: ASSESSMENT OF CHILDREN'S LANGUAGE
COMPREHENSIONScreening ☐ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

-May provide some direction to the clinician by identifying the nature of the items the child has difficulty with.

-Provides concrete ideas for specific remediation programs for children deficient in several different areas.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS:

Reliability:

Odd/Even reliability was .86 for Part A and .80 for Parts B, C, and D.

Validity:

No Data Available

REFERENCES:

Assessment of Children's Language Comprehension - manual

TITLE: ASSESSMENT OF CHILDREN'S LANGUAGE
COMPREHENSION

Screening ☐ Verification ☒

ADDITIONAL INFORMATION:

Provides a brief and understandable overview of language development and language disorders.

The authors state that several items could be improved upon.

There is a table of mean scores specifically for the neurologically or educationally handicapped.

A Group Form of the ACLC is available for screening purposes.

TEST ANALYSIS**TITLE:** AUDITORY POINTING TESTScreening ☒ Verification ☐**BIBLIOGRAPHIC INFORMATION:****Author:** Janet B. Fudala, Ph.D. John D. Ross
LuVern H. Kunze, Ph.D.**Publisher:**
Academic Therapy Publications
1539 Fourth Street
San Rafael, California 94901**Ordering Information:****Editor:**Forms: Form A
Form B**Copyright Date:** 1974**Cost:** Complete test pkg. - \$17.50; Manual - \$5.00; Form A or B (pkg. of 25) - \$4.00; Cards and Plates - \$5.00**DESCRIPTIVE INFORMATION:****Purpose:**

Designed to test a child's short term memory, distinguishing between memory span and memory sequence.

Age Range (CA): 5 yrs. - 11 mos.
10 yrs. 11 mos.**Grade Level:****Format:**

Child is auditorially presented with a chain of stimulus words, varying from 2 to 10 words per set. Child is then to point at the picture corresponding to the stimulus in the same order as presented by the examiner.

Time Required:

Untimed

Sub-Areas:

None

Observational Information:

If there is a need for an unusual amount of encouragement or reassurance, it should be noted on the test form.

Personally Identifiable Information Required:

Test form unavailable for review.

TEST ANALYSIS

TITLE: AUDITORY POINTING TEST

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Ability to indicate a response in a short period of time.

Disability Groups:

Learning disabled, Mentally retarded, Physically handicapped, Speech and Language impaired, Hearing impaired

Age Range (CA): 5 yrs. - MA:
10 yrs. 11 mos.

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:

Test instructions on the test form should be read carefully. Five APTs should be administered for practice prior to giving one for credit.

Other Persons Required:

None

Materials Required: (*items not provided in kit)
10 stimulus cards

SCORING AND INTERPRETATION:

Four scores are determined for each set. 1 pt. for each word remembered (item score); 1 pt. for each word given in correct order (order score); each pair is joined as a unit (pair score); subtract 1 pt. for each item pointed to beyond the number of stimulus; 1 pt. for each last item remembered correctly. Percentile rankings for span, sequence and last item are provided in the manual.

Format:

Test form unavailable for review

Space for Recording Retest:

Test form unavailable for review

Summary Sheet (graphic representation):

Test form unavailable for review

TEST ANALYSIS

TITLE: AUDITORY POINTING TEST

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May indicate the proper course of remediation for specific types of memory problems.

NORMATIVE DATA:

Sample Size: 2160; 180 each boys & girls, kindergarten - Grade 5

Population Descriptors Used:

Regular classes
Seattle public schools
Hearing within normal limits

TECHNICAL ASPECTS:

Reliability: Split half reliability: .96 and .94 Form A and B respectively.
Test/Retest: varied from .93 when retested within three days of the initial testing to .99 after a 7-day interval for retesting. Form A correlates with Form B, .97.

Validity:

The APT correlates with chronological age, .734; with the Slosson MA, .530; WISC Digit Span, .497; MPA Auditory Sequential Memory, .466; and Slosson IQ, .105 (or virtually no correlation).

REFERENCES:

Auditory Pointing Test, - manual

TITLE: AUDITORY POINTING TEST

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

An annotated list of possible remediation programs or texts is provided.

Recommendations for programs for specific types of disorders are provided in the manual.

CONNECT1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: June 1977

TEST ANALYSIS**TITLE:** BAYLEY SCALES OF INFANT DEVELOPMENTScreening ☐ Verification ☒**BIBLIOGRAPHIC INFORMATION:****Author:** Nancy Bayley**Publisher:**The Psychological Corporation
757 Third Avenue
New York, N. Y. 10017**Editor:****Ordering Information:****Forms:****Copyright Date:** 1969

Cost: Set - \$98.00; Manual - \$5.75; Combined package (pkg. of 25 of 3 record forms) - \$7.00; Training films/videotapes are available for rent or purchase - prices vary.

DESCRIPTIVE INFORMATION:

The Mental Scale is "designed to assess sensory-perceptual acuities, discrimination and ability to respond." The Motor Scale is "designed to provide a measure of the degree of control of the body coordination of the large muscles and finer manipulating skills of hands and fingers." The Infant Behavior Record is designed to "assess the nature of the child's social and objective orientations toward his environment."

Age Range (CA): 2-30 mos. **MA:****Grade Level:**

Format: Child is asked to perform various motor and cognitive tasks appropriate for his age group. A basal and ceiling level are established. There are a total of 163 items in the Mental Scale and 81 in the Motor, no child is tested with all.

Time Required: Approximately 45-75 minutes**Sub-Areas:**Mental scale
Motor scale

Infant behavior record

Observational Information: Notes may be made regarding the child's performance to the right of the item. General notes may be made on the cover sheet of both the mental and motor scales. Observations of a child's interaction with the test materials may indicate additional items passed, e.g. regards ring, grasps ring, secures ring.

Personally Identifiable Information Required:

- Child's name, age, sex, address, birthplace, birth weight, birth order
- Prenatal or birth difficulties
- Child's health
- Parent's names, educational levels, occupations
- Household composition
- Place of testing
- Examiner's name

TEST ANALYSIS

TITLE: BAYLEY SCALES OF INFANT DEVELOPMENT

Screening ☐ Verification ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

All

Age Range (CA): 2-30 mos. MA:

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be thoroughly familiar with the directions and scoring procedure. Should be able to effectively interact with infants at various levels of development. Should have experience in testing infants of all ages to become familiar with characteristic responses.

Other Persons Required: The child's mother or major caregiver should be present during testing to answer the examiner's questions and to administer any item the child refuses to perform for the examiner.

Materials Required: (*items not provided in kit) (See Additional Information)

- | | |
|--------------------------------|------------------------|
| * 2'x4' Table | Mirror |
| 12-1" Red cubes | Red ball |
| * 8 1/2 x 11" Paper (not bond) | Yellow pencil |
| 2 Cups | Rattle |
| 2 Red crayons | * Crib |
| Rabbit | * Playpen (optional) |
| Red ring with string | Red flashlight |
| 2 Teaspoons | Light switch |
| Sugar pellets | * Stopwatch |
| Bell | * Facial tissues |
| | Pegboard with six pegs |

SCORING AND INTERPRETATION:

Check P (Pass) column for successful performance, F (Failure) column

Procedure: for unsuccessful performance. Column headed Other is marked O for Omit, R for Refused, or RPT for reported by parent. Basal age is determined and all P's above that level are added. This score is then compared to the norm tables for that age to get a Mental and Psychomotor Developmental Index (MDI or PDI) or an age equiv.

Format: Record form for both the mental and motor scales contains: item number, age placement, situation code, item title, score and notes; Infant Behavior Record is a checklist of behaviors and contains scaled and/or behavior listings.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: BAYLEY SCALES OF INFANT DEVELOPMENT

Screening ☐ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

- May demonstrate a child's need for an early intervention program.
- May aid in the determination of a functioning age for a more severely disabled older child.

NORMATIVE DATA:

Sample Size: 1,262 children, aged 2-30 months, divided 14 age groups

Population Descriptors Used:

Controlled for sex and race, area of residence (urban-rural) and education of the head of the household

TECHNICAL ASPECTS:

Standard error of measurement for the Mental Scale ranges from 4.2 to 6.9, and the Motor Scale from 4.6 to 9.0. Split half reliability for the Mental Scale ranged from .81 to .93 and the Motor Scale .68 to .92. Test/Re test with 28, 8-mo. old infants tested 1 week apart had a mean of .764.

Validity:

Additional studies are available. Correlations between the Mental and Motor Scales ranged from .24 to .78 for raw scores and .19 to .75 for standard scores. Median across the 14 age groups was .46.

REFERENCES:

Bayley Scales of Infant Development - manual
record forms

TITLE: BAYLEY SCALES OF INFANT DEVELOPMENT

Screening ☐Verification ☒

ADDITIONAL INFORMATION:

Materials: (continued)

- Blue box with two lids
- Blue formboard with nine blocks
- Toy car
- Clear plastic bottle
- Doll that squeaks
- Picture book
- 12 Square yellow beads
- Round plastic box
- Pink formboard with three blocks
- Orange pullstick
- Toy watch
- Scissors
- Toy chair
- Jointed doll
- Toy cup
- 2 Picture cards
- Doll with detached head
- Plate
- Incomplete watch cards
- Chalk
- 10' String or cord
- Pull toy
- Tape measure
- * Walking board
- * Stairs

Directions for the construction of a walking board and stairs are included in the manual.

The infant "...may be scored for an ability manifested at anytime during the observation period even though failed to demonstrate it satisfactorily when a specific opportunity was afforded him."



DATE: February 1977

TEST ANALYSIS

TITLE: BEHAVIORAL CHARACTERISTICS PROGRESSION

Screening ☒

Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author:

Publisher:

VORT Corporation

P. O. Box 11132

Palo Alto, California 94306

Ordering Information:

Editor:

Forms:

Santa Cruz, Special Education Management System

Copyright Date: 1973

Cost: Individual strands (25 copies ea.) - \$1.50; BCP Charts - \$3.95;
Observation booklet - \$6.95

DESCRIPTIVE INFORMATION:

Purpose:

To help a teacher identify which behaviors to focus upon within the basic areas.

Age Range (CA):

MA:

Grade Level:

Not specified

Format:

There are 59 strands (behaviors) within the BCP. A child is assessed with only those strands that are important to his educational program. Strands are a continuum of behaviors and progress to mastery.

Time Required:

Untimed

Sub-Areas: See Additional Information

Strands: 1-22 Self help, perceptual motor and language

23-45 Social, academic, pre-vocational and vocational

46-59 Appropriate for specific handicaps

Observational Information:

The BCP is completed through observation of the child. Identifying behaviors are listed on each strand in order to help characterize the child and any educational, physical, etc. problems he may have.

Personally Identifiable Information Required:

Child's name

School

Teacher's name

TITLE: BEHAVIORAL CHARACTERISTICS PROGRESSION

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

All

Age Range (CA):

Not specified

MA:

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual:

Individual

Training Needed by Examiner:

Examiner must be familiar with the child's habitual behavior and performance. He must have good observational skills. May be the classroom teacher.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

Materials found in any school program.

SCORING AND INTERPRETATION:

Procedure: A determination is made by the examiner whether the child can or can not perform a behavior. A check mark is given for pass, 1 point if child performs the behavior but not at the 75% mastery level, minus for fail and 'H' for physical handicap prevents the acquisition of this skill or blank for behavior not displayed.

Format:

Each strand is divided into a task analysis of the behavior. Each task is contained in a box on the paper with the total strand.

Space for Recording Retest:

Testing may continue on the same strand until the child accomplishes all objectives for that strand.

Summary Sheet (graphic representation):

The BCP chart may be used as a summary, if desired.

TEST ANALYSIS

TITLE: BEHAVIORAL CHARACTERISTICS PROGRESSION

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May be used to determine a child's present performance levels, as well as the short term objectives that are an integral part of the child's IEP.

NORMATIVE DATA: Criterion - referenced

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Behavioral Characteristics Progression - observation booklet
charts
individual strands

TITLE: BEHAVIORAL CHARACTERISTICS PROGRESSION

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

The BCP has a built in 75% mastery level.

The information gathered from the BCP can be used in conjunction with any adequate preschool curriculum.

Individual Strands

- | | |
|-----------------------------|---------------------------|
| 1. health | 31. social eating |
| 2. attendance/promptness | 32. attention span |
| 3. feeding/eating | 33. task completion |
| 4. drinking | 34. reading |
| 5. toileting | 35. math |
| 6. grooming | 36. practical math |
| 7. dressing | 37. writing |
| 8. undressing | 38. spelling |
| 9. nasal hygiene | 39. reasoning |
| 10. oral hygiene | 40. music and rhythms |
| 11. self identification | 41. arts and crafts |
| 12. sensory perception | 42. pre-vocational skills |
| 13. auditory perception | 43. kitchen skills |
| 14. visual motor I | 44. homemaking skills |
| 15. visual motor II | 45. outdoor skills |
| 16. gross motor I | 46. sign language |
| 17. gross motor II | 47. finger spelling |
| 18. prearticulation | 48. speech reading |
| 19. articulation | 49. orientation |
| 20. language comprehension | 50. orientation II |
| 21. language development | 51. mobility I |
| 22. listening | 52. mobility II |
| 23. adaptive behaviors | 53. wheelchair use |
| 24. impulse control | 54. ambulation |
| 25. interpersonal relations | 55. posture |
| 26. responsible behaviors | 56. swimming |
| 27. personal welfare | 57. articulation I |
| 28. self confidence | 58. articulation II |
| 29. honesty | 59. health |
| 30. social speech | |

CONNECT

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: March 1977

TEST ANALYSIS

TITLE: BENDER VISUAL MOTOR GESTALT TEST

Screening ☒ Verification ☒

BIBLIOGRAPHIC INFORMATION:

Author: Laretta Bender, M.A., M.D.

Publisher:

Ordering Information:

American Orthopsychiatric Assoc., Inc.

49 Sheridan Avenue

Albany, New York 12210

Editor:

Forms:

Copyright Date: 1946

Cost: Specimen set - \$3.00

DESCRIPTIVE INFORMATION:

Purpose: Designed to detect visual-perceptual difficulties and the possible presence of brain damage.

Age Range (CA): 4 yrs. - MA:
Adult

Grade Level:

Format:

Consists of nine figures to be copied on a separate piece of paper.

Time Required: Untimed

Sub-Areas:

None

Observational Information: Notes should be made on the test paper of any unusual circumstances concerning the individual's behavior during the test situation.

Personally Identifiable Information Required:

None

TEST ANALYSIS

TITLE: BENDER VISUAL MOTOR GESTALT TEST

Screening ☒Verification ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Ability to copy forms.

Disability Groups:

Mentally retarded, Organic Brain damage, Aphasics, Emotional or Behavior problems, Hearing impaired, Physically handicapped.

Age Range (CA): 4 yrs. - MA:
Adult

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Either

Training Needed by Examiner: Examiner need not be specially trained for administering the test. The person interpreting the reproduced figures should be knowledgeable about the scoring criteria.

Other Persons Required:

None

Materials Required: (*Items not provided in kit)

* 8 1/2 x 11" sheet of white paper

SCORING AND INTERPRETATION:

Procedure: Each figure is analyzed in accordance with the specific criteria provided in the original monograph or the many books written on this subject.

Format:

None

Space for Recording Retest:

Summary Sheet (graphic representation):

TEST ANALYSIS

TITLE: BENDER VISUAL MOTOR GESTALT TEST

Screening ☒ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

- May be used to verify children as being neurologically impaired.
- May be used as one test in a battery, especially with the hesitant child.

NORMATIVE DATA: Data unavailable for review.

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS:

Reliability: Inter-rater reliability ranged from .70 to .90.

Validity: See Additional Information

REFERENCES:

- Instructions for the Use of Visual Motor Gestalt Test
- Preschool Test Matrix: Individual Test Descriptions
- Bender-Gestalt Performance by Culturally Disadvantaged First Graders -
Perceptual and Motor Skills, 1971.

TEST ANALYSIS

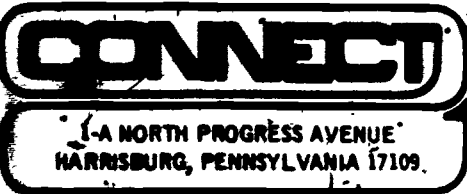
TITLE: BENDER VISUAL MOTOR GESTALT TEST

Screening ☒Verification ☒

ADDITIONAL INFORMATION:

Although specific validity figures are not stated, there is indication that the content validity is low.

It has been found in research that the Bender Gestalt Test yields lower scores for non-white individuals.



DATE: March 1977

TEST ANALYSIS

TITLE: BINGHAM BUTTON TEST

Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: W. J. Bingham

Publisher:

Bingham Button Test
46211 N. 125th Street East
Lancaster, California 93534

Ordering Information:

Editor:

Forms:

Copyright Date: 1967

Cost: Set - \$3.00

DESCRIPTIVE INFORMATION:

Purpose: "...designed to measure a child's knowledge and understanding of simple terms and relationships that he will encounter in his primary school years."

Age Range (CA): 3-6 years MA:

Grade Level:

Format:

Child is asked to perform 150 tasks, 10 items for each area, requiring size and color discrimination.

Time Required:

Untimed

Sub-Areas:

Colors

Number concepts

Sizes and Comparisons

Person/object relations

Object/Object relations

Observational Information:

No observation is required for the calculation of test results, however, a trained person could observe the child for visual and/or motor difficulties.

Personally Identifiable Information Required:

Child's name, date of birth

Tester's name

Date of test

School's name

TITLE: BINGHAM BUTTON TEST

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

- Ability to identify colors
- Ability to manipulate small objects

Disability Groups:

All. Modification may have to be made if administered to a severely involved child or a child with a sensory handicap. Test was normed on disadvantaged children.

Age Range (CA): 3-6 years MA:

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:

May be administered by a professional or paraprofessional. Teachers and teacher aides are suggested to have in-service training.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

- Small container (pill bottle)
- 10 buttons: Large - red, black
- Medium - yellow, pink
- Small - tan, green, orange
- Extra small - blue, brown, white

SCORING AND INTERPRETATION:

Procedure: For each correct response mark the test form with a +, each plus is one point. Total all the pluses for the total score. This can be compared to percentile scores in the manual.

Format:

A key word appears on the record form for each item. Scoring is done immediately below each word.

Space for Recording Retest:

None, record form is non-reusable.

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: BINGHAM BUTTON TEST

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May indicate a lack of reading readiness skills.

-May identify children with visual and motor coordination difficulties or cognitive and association problems.

NORMATIVE DATA:

Sample Size: No Data Available

Population Descriptors Used:

Children attended Summer Head Start Program
Highly disadvantaged

TECHNICAL ASPECTS:

Reliability: Split-half reliability with four children randomly selected from each of 15 different Head Start Programs, obtained a KR coefficient of .89. Test/Retest: test administered to 31 children of the initial group the following summer; a coefficient of .87 was obtained.

Validity:

Four psychometricians administered the BBT to a selected group of Head Start children. Results were compared to teacher ratings, eight weeks later, a chi square correlation coefficient of .76 was found.

REFERENCES;

Bingham Button Test - manual
materials

TEST ANALYSIS

TITLE: BINGHAM BUTTON TEST

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

The manual states that, "use of this test for children of higher socio-economic backgrounds (than standardization group) might not be suitable, other than to make general estimates of abilities."

TEST ANALYSIS**TITLE:** CATTELL INFANT INTELLIGENCE SCALEScreening ☐ Verification ☒**BIBLIOGRAPHIC INFORMATION:****Author:** Psyche Cattell**Publisher:**The Psychological Corporation
757 Third Avenue
New York, N. Y. 10017**Ordering Information:****Editor:****Forms:****Copyright Date:** 1940**Cost:** Manual - \$15.00; Set of materials - \$96.00; Test blank (pkg. of 25) - \$2.80**DESCRIPTIVE INFORMATION:****Purpose:**

To assess the mental development of infants as much as possible without regard to items that are heavily influenced by home training.

Age Range (CA): 3-30 mos. **MA:****Grade Level:**

Form: There are 5 regular items and one or two alternative items for each age group (2,3,4,5,6,7,8,9,10,11,12,13,14,16,18,20,22,24,27 and 30 mos.). Each item requests a child to perform e.g., turning head toward a bell, putting pegs in a peg board. A basal and ceiling is determined.

Time Required:

20-30 minutes.

Sub-Areas:

None

Observational Information:

Observations about the child's cooperation, alertness, etc. should be made on the record form. Anything out of the ordinary observed during the test period should be noted.

Personally Identifiable Information Required:

Record form unavailable for review.

TITLE: CATTELL INFANT INTELLIGENCE SCALE

Screening ☐ Verification ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

All, except Severely Physically involved children.

Age Range (CA): 3-30 mos. MA:

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

~~Training Needed by Examiner:~~ Examiner should have a sound background in child psychology and experience in psychometric procedures. Examiner should have taken a nursery school training course. Should be alert to decide whether a response is purposeful or by chance.

Other Persons Required:

The child's mother or primary caregiver should be in the room but should sit where the child cannot see her face readily.

Materials Required: (*items not provided in kit) (See Additional Information)

4" Wooden embroidery ring (bright red) with 15" of string attached

12-1" Wooden cubes - red

2 Teaspoons

1-1½" Diameter red rubber ball

Dumbbell shaped rattle

Bell with wooden handle

Sugar pellet - 3/10mm in diameter

Aluminum cup - rim 3½"

Mirror

Door Key

SCORING AND INTERPRETATION:

Procedure: Each item is scored plus or minus dependent upon child meeting the specific criteria stated in the manual. A basal is established and item value above the basal is added for computation of a Mental Age.

Format:

Record form unavailable for review.

Space for Recording Retest:

Record form unavailable for review.

Summary Sheet (graphic representation):

Record form unavailable for review.

TEST ANALYSIS

TITLE: CATTELL INFANT INTELLIGENCE SCALE

Screening ☐ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

- May be used to determine a child's approximate functioning level.
- May be used to show the need for an early intervention program for the child.

NORMATIVE DATA:

Sample Size: 1,346 examinations with 274 children aged 3,6,9,12,18,24,30, and 36 months.

Population Descriptors Used:

Children were seen at the Center for Research in Child Health and Development of Harvard University.

All points showed that there was a normal delivery of a normal child.

Residing in area for several years in order to complete study.

At least 3 grandparents were of European stock.

Mother was willing to bring child to the clinic at regular intervals.

Mostly lower middle class families.

TECHNICAL ASPECTS:

Reliability:

Odd/Even reliability ranges from .56 at 3 months to .90 at 18 months.

Validity: Correlations between the Infant Scale and the Stanford-Binet Form L administered at 36 months ranged from .10 at 3 months to .83 at 30 months. There is a good indication that there is a smaller than average chance for a 3-month old child with a high score to be below average at 3 years but not necessarily vice versa.

REFERENCES:

The Measurement of Intelligence of Infants and Young Children - manual

TITLE: CATTELL INFANT INTELLIGENCE SCALE

Screening ☐ Verification ☒

ADDITIONAL INFORMATION:

Materials: (continued)

- 8 1/2 x 11" Piece of onion skin paper
- 15" Shoe lace
- Pegboard and pegs
- Opaque handkerchief or cloth
- 12" String of brightly colored beads
- 1 1/2" Square x 3" Box
- Dice or stones
- 6" Jointless rubber doll that squeaks
- Pencil
- Paper
- 8" Piece of plate glass
- Bottle - 3" high with a 15/16" mouth
- Round box - 2" diameter
- Small toy
- Form board - square, triangle, circle
- 8 Square kindergarten beads - 1/4"
- Covered box - 2" square x 3 1/4" with hole in cover
- 7" Jointed rubber doll
- Pictures of: dog, cup, shoe, house, flag, clock, star, leaf, basket, and book
- Pip cleaner dog
- 8" Round stick
- Doll's arm chair
- Doll's cup
- 3 Small boxes, 1 3/4" x 1 1/2" x 1"
- Oblong box
- Card with 6 objects attached: cat, button, thimble, cup, spoon, engine
- 4 1/2 x 5 1/2" Piece of paper
- 5. Pictures of an incomplete watch
- Fork
- Car
- 18 2x4" pictures of common objects
- Toy eggbeater
- Card with objects attached: cup, shoe, penny, knife, car, iron

Section dealing with test scores and informing parents of their child's test results needs to be revised to reflect the current legal and educational trends.

CONNECT

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: March 1977

TEST ANALYSIS

TITLE: CHILD'S ABILITY PROFILE

Screening ☒

Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author:

Publisher:

Instructional Fair, Inc.
4158 Lake Michigan Drive
Grand Rapids, Michigan 49504

Ordering Information:

Editor:

Forms: Form A - 4-5 years

Copyright Date: 1971

Cost: Form A (spirit duplicator) - \$4.00

DESCRIPTIVE INFORMATION:

Purpose:

To indicate a child's placement in motor skills, selected discrimination, and social areas. Possible use may be as a quick instrument used during prekindergarten registration.

Age Range (CA): 4-5 years MA:

Grade Level:

Format:

One page mimeographed scale with three items per area with criterion of item failure.

Time Required:

Untimed

Sub-Areas:

Observational Information:

None

Personally Identifiable Information Required:

Child's name, entrance, and exit age, date of birth

Date of test

Child's height and weight

TITLE: CHILD'S ABILITY PROFILE

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Adequate skills for age (speech, etc.)

Disability Groups:

Educable mentally retarded, Learning disabled, Speech impaired

Age Range (CA): 4-5 years MA:

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:

None

Other Persons Required:

Materials Required: (*items not provided in kit)

* Masking tape

* Tennis ball

* Ping pong ball

* Piano

* Large ball

* Zipper frame

* Button frame

* Snap frame

*Picture books

*Red Pen

SCORING AND INTERPRETATION:

Procedure:

Put a red X on the line where the child can no longer do the tasks.

Format:

Scoring is done on the profile sheet.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

A profile is formed by connecting all the X's.

TEST ANALYSIS

TITLE: CHILD'S ABILITY PROFILE

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May indicate a child in need of some special education services due to a severe delay.

-May indicate a need for a more thorough screening evaluation.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Child's Ability Profile - Form A

TEST ANALYSIS

TITLE: CHILD'S ABILITY PROFILE

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

TEST ANALYSIS

TITLE: CIRCUS

Screening ☒ Verification ☐**BIBLIOGRAPHIC INFORMATION:**

Author: Gerry Ann Bogatz Wm. C. Ward
Thomas Draper Susan Valentine
Ann Jugeldut Ann McAloon

Publisher: Spencer Swinton
Addison-Wesley Testing Service
- Reading, Massachusetts 01867

Ordering Information:

Editor: Gray Sidwell, Nancy Bruno

Forms: Level A
Level B

Copyright Date: 1975, 1976

Cost: Specimen set - \$7.50; Core package, Level A (4 predetermined measures and one of the teacher's choice, materials for 10 children) - \$12.50; Individual measures are available, ranging in price from \$3.75 to \$1.00.

DESCRIPTIVE INFORMATION:**Purpose:**

Designed to identify the instructional needs of individual children.
Designed to monitor and evaluate early childhood education programs.

Age Range (CA): . . . MA: . . . Grade Level: Preprimary - Grade 1

Format: Child is to respond to a question, by the examiner, by marking the pictorial choice he thinks is correct; no verbal response is required except for the test of productive language.

Time Required:

Untimed

Sub-Areas:

See Additional Information

Observational Information: Child's behavior is rated (usually, occasionally, rarely) by observation after each test measure administered. The 5 behaviors reviewed are: Asked for help with test from an adult; Appeared to just mark numbers at random; Kept his/her place on test; Looked at answers other children marked; Seemed to weigh alternative choices to a question carefully.

Personally Identifiable Information Required

Child's name and number for machine scoring.

Teacher's name

School's name

TEST ANALYSIS

TITLE: CIRCUS

Screening ☒Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Overall developmental level adequate for age

Disability Groups:

Speech impaired, Physically Handicapped, Hearing impaired, Learning disabled, Mild-Borderline Mentally retarded

Age Range (CA):

MA:

GRADE LEVEL: Preprimary - Grade 1

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Small group, approximately 10 children. The Say and Tell sub-test is administered individually. Handicapped children may need to be tested individually.

Training Needed by Examiner: Examiner may be a classroom teacher or teacher aide. Should be thoroughly familiar with the test instructions, format, and scoring. Should understand the rationale for utilizing the tests.

Other Persons Required:

Proctors or aides may be needed to insure all children are following directions.

Materials Required: (*items not provided in kit)

None

SCORING AND INTERPRETATION:

Procedure: Each child's answers are compared to an answer key. Numerical Score is the number of correct responses. A Sentence Report is written for each child stating his strengths and weaknesses. A Behavior Inventory Score is determined.

Format: Each test measure has its own performance record sheet containing space to log the performance for 60 children. Norm scores are contained in each measure's instruction booklet.

Space for Recording Retest:

None, test booklets are non-reusable.

Summary Sheet (graphic representation):

Class Performance Record provides class summary data: Individual summaries are not compiled.

TITLE: CIRCUS

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- May aid in identifying those children who may need ancillary services, yet be in a regular class situation.
- May identify children in need of an indepth evaluation.
- May be used to evaluate and monitor an existing program and staff.

NORMATIVE DATA:

Sample Size: 2,985 (1,979 kindergarten, 1,006 nursery school)

Population Descriptors Used:

Geographic region: northeast, central, southwest, west/southwest, U. S.
City size
Socioeconomic status
Ethnic background: White, Black, Spanish, other

TECHNICAL ASPECTS: Individual norms and reliabilities have been determined for each individual measure.

Reliability: The Standard Error of Measurement is provided for each measure total and sub-tests for kindergarten and nursery school children for Level A and kindergarten children for Level B.

Validity:

Correlations between teacher's rating of children's competencies and CIRCUS test scores ranged from .25, How Words Sound to .56, Finding Letters and Numbers (Level A) and from .25 See and Remember to .58 How Much and How Many, Part I (Level B).

REFERENCES:

Circus: Manual and Technical Report - teacher's edition
Individual test measures - user's guides
test booklets

TITLE: CIRCUS

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Sub-Areas:

Level A

What Words Mean
 How Much and How Many
 Look-Alikes
 Copy What You See
 Finding Letters and Numbers
 Noises
 How Words Sound
 How Words Work
 Listen to the Story
 Say and Tell
 Do You Know...?
 See and Remember
 Think It Through
 Make-A-Tree
 Activities Inventory
 Behavior Inventory
 Educational Environment
 Questionnaire

Level B

How Much, How Many
 Look-Alikes
 Copy What You See
 Finding Letters and Numbers
 Things I Like
 Word Puzzles
 Listen to the Story
 Say and Tell
 Do You Know...?
 See and Remember
 Think It Through
 Make-A-Tree
 Activities Inventory
 Educational Environment
 Questionnaire

All tests are not given to any one child. Tests are chosen with the purpose of the assessment in mind.

Practice sessions to insure that the child understands the proper marking procedure may be useful prior to testing.

A Spanish version CIRCUS is being developed.

A booklet of suggested instructional activities After the CIRCUS has been developed.

An Educational Environment Questionnaire is filled out by the teacher. It provides a self-report (teacher background, educational values, and attitudes) and a description of the class, school or program.

CONNECT

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: May 1977

TEST ANALYSIS

TITLE: COLUMBIA MENTAL MATURITY SCALE

Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Bessie B. Burgemeister
Lucille Hollander Blum
Irving Lorge

Publisher: Harcourt Brace Javonovich, Inc.
New York, New York

See Additional
Ordering Information: Information
The Psychological Corporation
757 Third Avenue
New York, New York 10017

Editor:

Forms:
Third Edition

Copyright Date: 1954, 1959, 1972

Cost: Examiner's kit - \$57.50; Manual - \$5.25; Record form (pkg. of 25) - \$4.75

DESCRIPTIVE INFORMATION:

Purpose:

To measure a child's general reasoning ability.

Age Range (CA): 3½ years- MA:
9 yrs. 11 mos.

Grade Level:

Format:

The child is requested to choose the item that is different from a series of items; differences cover size, shape, form, color, etc. Response is non-verbal. From 51 to 65 items are presented to the child.

Time Required:

15-20 minutes

Sub-Areas:

None.

Observational Information:

Record form provides space to "indicate...any unusual conditions which affected the subject's behavior during the testing session."

Personally Identifiable Information Required:

Child's name, date of birth, exact chronological age..

TITLE: COLUMBIA MENTAL MATURITY SCALE

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Adequate receptive language
Ability to discriminate size, shape and form differences

Disability Groups:

Physically handicapped, Brain damaged, Mentally retarded, Visually impaired,
Speech impaired, Hearing impaired.

Age Range (CA): 3½ years-MA:
9 yrs. 11 mos.

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Understanding of the purpose of the test, practice with test materials, sensitivity to the needs and behavior of young children. May be administered by a psychologist, counselor, or teacher under direct supervision of a psychologist.

Other Persons Required:
None

Materials Required: (*items not provided in kit)
65 6x9" Picture cards

SCORING AND INTERPRETATION:

All correct items are counted as the raw score. This is converted with Procedure: tables in the manual to an Age Deviation Score, Percentile rank, Stanine scores, and a Maturity Index. If a child achieves a relatively high raw score on the level, he is tested with the next level.

Format:

Record form spans two test levels, indication as to beginning and ending items for each level is given. All correct answers are printed in black, all incorrect answers are in white.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

All scores are listed on the record form.

TEST ANALYSIS

TITLE: COLUMBIA MENTAL MATURITY SCALE

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- May indicate the need for an in-depth evaluation of the child.
- May help the teacher eliminate reasoning ability from the possibilities causing a child's difficulty in learning.
- May get a reasoning level or ability rating for a nonverbal child.

NORMATIVE DATA:

Sample Size: 2600; 200 at each of 13 age groups

Population Descriptors Used:

Geographic area: Northeast, South, North, Central, West

Race: Stratified in accordance with the U. S. Census

Ethnicity: To insure inclusion, 74 Puerto Ricans and 14 Mexican-Americans were in the sample.

Parental occupation: Stratified in accordance with the U. S. Census.

TECHNICAL ASPECTS: Numerous studies have been made using the 1959 CMMS, which correlates highly with the 1972 revision.

Reliability: Standard error of measurement is 5 pts. for 3½-5½ year olds and 6 pts. for 6-9 year olds. Split half reliability ranges from .85 with Level H; with 9 year olds to .91 for levels C & E for 4½ and 5½ year olds. Test/Retest reliability ranged from .84 to .86.

Validity: With 177 children in first and second grades tested with the CMMS and the Stanford Achievement Test had correlations ranging from .31 (paragraph meaning) to .61 (arithmetic and vocabulary for grade 1 and .43 (science and social studies) to .61 (arithmetic concepts). Correlations with the 1959 CMMS, 1972 CMMS, and Stanford-Binet form L-M were .84 and .67 respectively.

REFERENCES:

Columbia Mental Maturity Scale, Guide for Administration and Interpretation

TITLE: COLUMBIA MENTAL MATURITY SCALE

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Ordering information and cost: (Continued)

May also be ordered from Western Psychological Services
12031 Wilshire Boulevard
Los Angeles, California 90025

Prices for materials are:

Kit - \$64.50; Manual - \$4.50; Record forms (pkg. of 25) - \$6.50; over
20 pkg. of forms - \$5.00/pkg.

The Third Edition has many new items and all items retained were examined for
updating picture content. The 1972 version is the only CMMS that is standardized.

Included administration directions for Spanish speaking children. Administrator
should be from the same population as the child.

The CMMS may be administered through the use of an interpreter.

The manual cautions that the interpretation of the CMMS results should be made
within the limits of its scope. Additional caution should be used when interpreting
extremely low or extremely high scores.

TEST ANALYSIS**TITLE:** DENVER ARTICULATION SCREENING EXAMScreening ☒ Verification ☐**BIBLIOGRAPHIC INFORMATION:****Author:** Amelia F. Drumwright**Publisher:**LADOCA Project & Publishing
Foundation, Inc,
East 51st Ave. & Lincoln Street
Denver, Colorado 80216**Editor:****Ordering Information:****Forms:****Copyright Date:** 1971**Cost:** Manual - \$2.50; Workbook/manual - \$3.25; Test forms (pkg. of 25) - \$0.50;
Picture cards - \$0.60**Availability:**

Available from a Mead Johnson Laboratories representative

DESCRIPTIVE INFORMATION:**Purpose:**

"...designed to reliably discriminate between significant developmental delay and normal variations in speech sound acquisition to detect common abnormal conditions..."

Age Range (CA): 2½ - 6 yrs**Grade Level:****Format:**

Child is asked to repeat 22 words containing 30 sound elements after the test administrator.

Time Required:

5 minutes

Sub-Areas:

None

Observational Information:

A child is simultaneously evaluated for his speech intelligibility as subjectively determined by the administrator.

Personally Identifiable Information Required:

Child's name and address

Each individual testing requires the examiner's name, date of test, child's age.

TITLE: DENVER ARTICULATION SCREENING EXAM

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Verbal language

Disability Groups:
All

Age Range (CA): 2½ - 6 yrs. MA:

ADMINISTRATIVE CONSIDERATIONS:

Group, or Individual:
Individual

Training Needed by Examiner: Examiner need not be well versed in articulatory development. Should be able to discriminate between correct and incorrect sound pronunciation. May be a doctor, nurse, teacher or paraprofessional.

Other Persons Required:
None

Materials Required: (*items not provided in kit)

*Picture cards (used with an uncooperative child)

SCORING AND INTERPRETATION:

Procedure:

Circle sounds underlined that the child pronounces correctly. Count circles to determine the raw score. Compare to chart on back side of test form to determine child's percentile ranking.

Format:

All scoring is done immediately on the test form.

Space for Recording Retest:

Three testings may be recorded on one test form.

Summary Sheet (graphic representation):

None

TITLE: DENVER ARTICULATION SCREENING EXAM

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May identify the need for an in-depth speech evaluation.

NORMATIVE DATA:

Sample Size: 1450 children

Population Descriptors Used:

Ages 2 yrs. 4 mos. to 6 yrs. 3 mos.

Equal number of boys and girls

Anglo, black and hispanic residents of Denver, Colorado

TECHNICAL ASPECTS:

Reliability:

Test/Retest for 10 children screened twice, 4-8 days apart by speech pathologists, found a correlation of .95.

Validity:

Nine paraprofessionals using the DASE screened 240 children. Of this group 89 (43 normal test results and 43 abnormal) were administered the Hejna Developmental Articulation Test by a speech pathologist, finding a copositivity of .88 and a conegativity of .91.

REFERENCES:

Denver Articulation Screening Exam - manual

TITLE: DENVER ARTICULATION SCREENING EXAM

Screening ☒Verification ☐

ADDITIONAL INFORMATION:

No significant difference was noted among cultural groups in the standardization population.

A listing of "Percent of Children Passing Sound by Age and Cultural Group" is in the manual.

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

TEST ANALYSIS

TITLE: DENVER AUDIOMETRIC SCREENING TEST

Screening ☒ Verification ☐**BIBLIOGRAPHIC INFORMATION:**

Author: Amelia F. Drumwright, M.A.

Publisher:
LADOCA Project & Publishing
Foundation, Inc.
E. 51st and Lincoln Streets
Denver, Colorado 80216

Ordering Information:

Editor:

Forms:

Copyright Date: 1972

Cost: Reference manual - \$2.00; Manual/Workbook - \$3.25; Test forms (pkg. of 25)
- \$0.50

DESCRIPTIVE INFORMATION:**Purpose:**

To quickly screen a child's hearing at normal conversational levels.

Age Range (CA): 3-6 yrs. MA

Grade Level: Preschool

Format:

Child is tested with the aid of an audiometer at three puretone frequency levels at one intensity.

Time Required: Untimed

Sub-Areas:

None

Observational Information:

Comments may be entered on the test response form. When testing a child under 3 years of age, good observational data should be compiled.

Personally Identifiable Information Required:

Child's name, address

TITLE: DENVER AUDIOMETRIC SCREENING TEST

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Ability to indicate a response consistently.

Disability Groups:

All, mild to moderate disabilities

Age Range (CA): 3-6 yrs. MA:

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner must be well acquainted with the specific operating instructions for the audiometer being used. Must be able to teach the child the proper method of response.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

Audiometer

* Earphones

SCORING AND INTERPRETATION:

Procedure: Child is tested at 3 puretone frequencies repeatedly until he obtains 3 passes or failures. Each ear is tested separately. P (pass), F (fail), or U (uncertain) is circled for each frequency tested and for the overall test results.

Format:

Record sheet is divided into results for right and left ear.

Space for Recording Retest:

Three separate tests may be recorded on one form.

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: DENVER AUDIOMETRIC SCREENING TEST

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May indicate a child with a hearing impairment within the frequency band for conversational speech.

-May indicate a child in need of a more in-depth evaluation.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

-Denver Audiometric Screening Test - manual

TITLE: DENVER AUDIOMETRIC SCREENING TESTScreening ☒Verification ☐

ADDITIONAL INFORMATION:

Manual provides general operating instructions for an audiometer.

Provides hints for testing difficult-to-test children.

TEST ANALYSIS

TITLE: DENVER EYE SCREENING TEST

Screening ☒ Verification ☐**BIBLIOGRAPHIC INFORMATION:**Author: John Barker, M.D.
Arnold Goldstein, Ph.D.

William K. Frankenburg, M.D.

Publisher: LADOCA Project & Publishing
Foundation, Inc.
51st & Lincoln Streets
Denver, Colorado 80216

Ordering Information:

Editor:

Forms:

Copyright Date: 1972

Cost: Reference manual - \$2.00; Manual/Workbook - \$3.25; Test forms (pkg. of 25) - \$0.20

DESCRIPTIVE INFORMATION:

Purpose:

To determine the child's ability to see and to determine the possible need for correction.

Age Range (CA): 6 mos. - 5 years
MA:

Grade Level:

Format:

Examiner is to administer an acuity test differing with the child's age and abilities. Examiner examines child's eyes for different reactions.

Time Required:

Untimed

Sub-Areas:

Vision test

Pupillary light reflex test

Question

Cover test

Observational Information:

Test centers on observing the child's eyes and reaction to light.

Personally Identifiable Information Required:

None

TITLE: DENVER EYE SCREENING TEST

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

All, especially Severely/Profoundly handicapped

Age Range (CA): 6 mos. - MA:
6 years

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:

Examiner should be thoroughly familiar with the tests and the rating scale.
May be used by trained paraprofessionals or a physician or his staff members.

Other Persons Required:

If child is very young or apprehensive of new surroundings, the parent should stay with the child.

Materials Required: (*items not provided in kit)

4 Picture cards

Flashlight

Occluder

E card

Spinning toy

15 ft. String

SCORING AND INTERPRETATION:

Procedure: Scoring criteria are in the manual. Scoring is accomplished by circling the correct letter (P, F, U) for each sub-test. Total test is then graded by specific criteria as normal, abnormal, or untestable.

Format:

Scoring sheet divides each item into 3 possible results - normal, abnormal, untestable. Total test rating criteria are listed on the score sheet.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

None

TITLE: DENVER EYE SCREENING TEST

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May indicate the need for an in-depth evaluation of the child by an eye specialist.

-May identify the child with a vision problem who may be too severely involved to be able to respond to conventional screening tests.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Denver Eye Screening Test - manual

TITLE: DENVER EYE SCREENING TEST

Screening ☒Verification ☐

ADDITIONAL INFORMATION:

A great deal of practice is necessary before a paraprofessional would be able to make the correct interpretations of the eye examination.

Training and Proficiency films and videotapes are available for rent and purchase.

TEST ANALYSIS

TITLE: DETROIT TESTS OF LEARNING APTITUDE

Screening ☒Verification ☐**BIBLIOGRAPHIC INFORMATION:**Author: Harry J. Baker, Ph.D.
Bernice Leland, M.A.Publisher: Bobbs-Merrill Co., Inc.
4300 West 62nd Street
Indianapolis, Indiana 46206

Editor:

Ordering Information:

Forms: Revised, 1967

Copyright Date: 1935, 1959, 1967

Cost: Sample packet - \$10.80; Examiner's handbook and record forms - \$5.80;
Pictorial material - \$4.50; Record booklets (pkg. of 35) - \$7.65; Set of 8 forms - \$1.65.**DESCRIPTIVE INFORMATION:**

Purpose: To provide an idea of an individual's mental development.

Age Range (CA):

MA:

Grade Level: Preschool - High school

Format:

Individual is asked to perform various motor and verbal tasks. There are 19 sub-tests but from 13 are administered to each individual.

Time Required: Time limits are stated in the manual for certain sub-tests; others are untimed.

Sub-Areas: (See Additional Information)

- | | |
|--------------------------|--|
| 1. Pictorial absurdities | 5. Motor speed and precision |
| 2. Verbal absurdities | 6. Auditory attention span for unrelated words |
| 3. Pictorial opposites | 7. Oral commissions |
| 4. Verbal opposites | 8. Social adjustment |

Observational Information:

Note should be made as to the child's reaction to the test, such as: failure to try, crying, etc.

Personally Identifiable Information Required:

Child's name, sex, birthdate, chronological age
School, grade
Median mental age, IQ
Time started, time finished
Examiner's name
Date

TEST ANALYSIS

TITLE: DETROIT TESTS OF LEARNING APTITUDE

Screening ☒ Verification ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Ability to speak understandably
Some fine motor dexterity

Disability Groups: (See Additional Information)

Mentally retarded, Learning disabled, Language impaired

Age Range (CA):

MA:

GRADE LEVEL: Preschool - High-school

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual, several sub-tests may be administered in small groups.

Training Needed by Examiner: "...only those persons who are fully equipped by training to administer and interpret psychological tests can expect to obtain reliable and consistent results." Practical experience with handicapped children is recommended. Knowledge of testing procedures helpful.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

Pictorial material booklet

- * Book
- * Pencil
- * 20 pennies
- * Several pieces of paper

SCORING AND INTERPRETATION:

Each sub-test is scored to particular criterion given in the manual.
Procedure: Four types of scores may be derived, a raw score-number correct; a weighted score-number correct in a series multiplied by number in that series; a cumulative score-number correct in 1, 2, 3 minutes and a scaled score-3, 2, 1, 0 points, dependent on criteria. Scores are converted to MAs.

Format: Pupils record booklet provides stimulus word for verbal and auditory sub-tests and key words for social adjustment, orientation, etc. Individual being tested may mark in the book for certain sub-tests to provide a very complete record of performance.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

Profile sheet is part of the record booklet. Individual sub-test MAs are plotted in order (highest to lowest). A chronological age line may also be drawn to provide direct contrast.

TITLE: DETROIT TESTS OF LEARNING APTITUDE

Screening ☒ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

- May indicate the need for a complete psychological and educational evaluation.
- May be used to narrow the possible causes of a child's learning problem.

NORMATIVE DATA:

Sample Size: Initial standardization: 50 persons at each age level

Population Descriptors Used:

IQ ranged from 90 to 110 on a group intelligence test
Detroit Public Schools

TECHNICAL ASPECTS:

Reliability: Test/Retest reliability with 48 individuals tested five months apart was .959; with 72 students, aged 7-12 years, tested 2-3 years apart, had a correlation of .675.

Validity:

16 sub-tests were correlated with each other on 100 children, aged 8-12 years, the majority of correlations ranged from .4 to .2; highest correlation was with Verbal Absurdities and Verbal Opposites.

REFERENCES:

Detroit Tests of Learning Aptitude - Examiner's handbook
(revised, 1967)
Pupil record booklet
Picture material

TITLE: DETROIT TESTS OF LEARNING APTITUDE

Screening ☒ Verification ☒

ADDITIONAL INFORMATION:

Sub-areas (Continued)

9. Visual attention span for objects
10. Orientation
11. Free association
12. Memory for designs
13. Auditory attention span for related syllables
14. Number ability
15. Social adjustment B
16. Visual attention span for letters
17. Disarranged pictures
18. Oral directions
19. Likenesses and differences

Recommended sub-test for specific handicaps:

Visually Impaired: Test numbers 2,4,6,8,11,13,15,19

Hearing Impaired: Test numbers 1,3,5,9,11,12,16,17

Physically Handicapped: Omit test numbers 5,12,17,18

Speech Impaired: Omit language items if articulation is very poor,
definitely omit test number 11

Non-English speaking: Test numbers 3,5,12,17

Suggestions for testing the mentally retarded or mentally gifted are made, which incorporates reaction time, perseveration, etc.

Originally the Detroit Tests was to be a verification instrument; however, since it was developed and standardized in the mid 1930's, it seems impossible that it would be able to accurately test an individual for this purpose.

Many of the pictures do not have the proper proportions -eg. watch larger than boy. Pictures may also be difficult for the child to relate to and a pictorial absurdity may identify the woman's clothing rather than the fact that her coat is on backwards. Pictures may also confuse the child since in many cases, they depict circumstances or situations which were correct in the 1930's but are not necessarily true today.

TEST ANALYSIS**TITLE:** DEVELOPING ORAL LANGUAGE WITH
YOUNG CHILDRENScreening ☒ Verification ☐**BIBLIOGRAPHIC INFORMATION:****Author:** John F. Murphy, M.Ed.
Charles A. O'Donnell, M.Ed.**Publisher:** Educators Publishing Service, Inc.
75 Moulton Street
Cambridge, MA 02138**Ordering Information:****Editor:****Forms:****Copyright Date:** 1975**Cost:** See Additional Information**DESCRIPTIVE INFORMATION:****Purpose:** Designed to help the parent or teacher observe the child's language acquisition by component part.**Age Range (CA):** **MA:** **Grade Level:**

No age or grade level specified.

Format:

Teacher or parent are to respond to questions about child's abilities and then list the child's weaknesses and strengths within that area.

Time Required: Untimed**Sub-Areas:**General development
Perceptual development**Observational Information:**

Inventory is an observation-instrument

Personally Identifiable Information Required:

None

TITLE: DEVELOPING ORAL LANGUAGE WITH
YOUNG CHILDREN

Screening ☒Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Spoken language

Disability Groups:

All

Age Range (CA):

MA:

No age or grade level specified

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: No special training. Word definitions and descriptions are provided. May be filled out by a parent or teacher.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

None

SCORING AND INTERPRETATION:

This inventory does not yield a score, rather it lists a child's strengths and weaknesses.

Procedure:

Format:

Space for Recording Retest:

None

Summary Sheet (graphic representation)

None

TEST ANALYSIS

TITLE: DEVELOPING ORAL LANGUAGE WITH
YOUNG CHILDREN

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May allow a parent or teacher to observe and listen for one isolated aspect of a child's speech, language, or knowledge.

-May yield information to set up teaching goals through the list of strengths and weaknesses.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available /

Reliability:

Validity:

REFERENCES:

Developing Oral Language with Young Children: A Parent-Teacher Inventory

TITLE: DEVELOPING ORAL LANGUAGE WITH
YOUNG CHILDREN

Screening ☒Verification ☐**ADDITIONAL INFORMATION:**

The inventory is cross referenced to a remediation program comprised of six books. For each type of problem a listing of which books should be used is supplied.

The set costs - \$11.50; individual books vary from \$1.75 to \$3.00.

CONNECT

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: June 1977

TEST ANALYSIS

TITLE: DEVELOPMENTAL ACTIVITIES SCREENING INVENTORY Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Rebecca F. DuBose/
Mary Beth Langley

Publisher:
Teaching Resources Corp.
100 Bolyston Street
Boston, MA 02116

Ordering Information:

Editor:

Forms:

Copyright Date: 1977

Cost: Kit - approximately \$56.00

DESCRIPTIVE INFORMATION:

Purpose: Designed as a screening measure for children with handicaps in addition to a possible developmental delay as well as non-handicapped children with a developmental delay.

Age Range (CA): 6-60 mos. MA:

Grade Level:

Format:

Child is presented varying tasks to perform. A basal and a ceiling are determined. The test is totally non-verbal and contains specific adaptations for the visually impaired.

Time Required:

Approximately 25-30 minutes

Sub-Areas:

None

Observational Information:

No additional observations of the child need to be made. Notes may be made, if necessary, to the right of the test items on the response form.

Personally Identifiable Information Required:

Standard information

TITLE: DEVELOPMENTAL ACTIVITIES SCREENING INVENTORY Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

All, especially useful with modifications provided for the Multihandicapped, Visually impaired or Hearing impaired

Age Range (CA): 6-60 mos. MA:

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:

Examiner should have basic knowledge about normal child development. May be administered by a regular classroom teacher.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

- | | |
|---|--|
| * Cup with handle | * Small objects that fit in bottle (beans, M&Ms) |
| 20 Blocks | * Rubber squeeze toy |
| Pegboard and pegs | * 2 ea: Shoes, balls, combs, cups |
| * Brightly colored toy with 30" string attached | Stacking rings |
| * Weighted roly-poly musical toy | * Doll with facial features |
| * Paper | Beads and two strings |
| * Marking pen, pencil or crayon | * Container |
| Formboard-circle, square, triangle | 4 Bowls (red, yellow, green, blue) |
| * Small bottle with narrow neck | Nested cups |

SCORING AND INTERPRETATION:

Score a plus for correct performance or a minus for unsuccessful performance for each item. Establish a basal and ceiling level. Add all additional pluses to the basal age level at 1-month credit per plus, which results in a developmental level which may be converted to a developmental quotient.

Format:

Response form lists an identifying phrase for each item in each age range.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: DEVELOPMENTAL ACTIVITIES SCREENING INVENTORY Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May indicate a child's present level in order to establish an individualized education plan.

-Instructional suggestions are provided in the manual for the classroom teacher's use, especially when waiting for a specific evaluation or report prior to writing an IEP.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS:

Reliability: With 45 multihandicapped children tested with the DASI and the Cattell or Merrill Palmer, a correlation of .91 was found, showing the DASI tests in the same domain. A correlation of .19 was found with the DASI and the REEL or Preschool Language Scale.

Validity:

With 42 delayed and nondelayed children ranging in age from 7-74 months, the following correlations were found: DASI & Preschool Attainment Record, .97; DASI & DDST, .95. With 14 non-delayed day care children ranging in age from 15-56 months, with the same tests, a correlation of .92 was found for the DASI and PAR and .87 for the DASI and DDST.

REFERENCES:

Developmental Activities Screening Inventory - manual
record form
materials

TITLE: DEVELOPMENTAL ACTIVITIES SCREENING INVENTORY Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Materials: (continued)

- Picture of hammer, watch
- * Hammer
- * Watch
- * Apple
- Card printed with circle
- * Comb
- * Hat
- * Sunglasses
- * Pictures of shoe, shirt, drink, cookie, baby, car, sleep, cat,
- Card printed with cross
- * 9x12" piece of cardboard
- Picture of eat, run, play, brush
- Card printed with square
- Picture of cat, dog, horse, hen, baby, boy, girl, apple, ice cream, carrots, sandwich
- * Paper - small, medium, large
- * 3 Spoons (different sizes)
- * 3 Measuring cups (different sizes)
- * 2 10" paper squares
- Set configuration cards
- 4 Dot configuration cards
- * Picture of letter, swing, stove, lamp, car, coat, ironing board, stamp, boy (girl), frying pan, light bulb, license plate, hanger, iron
- Card printed with triangle
- Cardboard square
- 2 Cardboard triangles
- * 2 ea. Numeral cards (2, 4)
- 3 pr. Word cards (stop, boy, girl)

Test areas covered:

Fine motor coordination
Cause and effect
Means-end relationship
Association
Number concepts
Size discrimination
Seriation

TEST ANALYSISTITLE: **DEVELOPMENTAL CHECKLIST**Screening ☒Verification ☐**BIBLIOGRAPHIC INFORMATION:**

Author: Ruth Zimmerman, B.A., M.Ed.
Susan Bornstein, B.A., M.Ed.

Publisher:
Boston Center for Blind Children
147 S. Huntington Avenue
Boston, Massachusetts 02130

Ordering Information:

Editor:

Forms:

Copyright Date: See Additional Information

Cost: checklist - \$5.00

DESCRIPTIVE INFORMATION:

Purpose:

To evaluate visually impaired children's skill status and to measure their progress.

Age Range (CA): 1-8 yrs. MA:

Grade Level:

Format:

Items are arranged in checklist form.

Time Required: Untimed

Sub-Areas:

Self-help

Receptive language

Expressive language

Social skills

Gross motor

Fine motor

Pre-orientation & mobility

Observational Information:

The checklist is totally observational

Personally Identifiable Information Required:

Child's name, address, date of birth

School/Class

Eye Diagnosis, age at onset, amount of vision

Additional handicaps

Date of observation

Examiner's name

TITLE: DEVELOPMENTAL CHECKLIST

Screening ☒ Verification ☐**EXAMINEE APPROPRIATENESS:**

Prerequisite Skills:

None

Disability Groups:

Visually impaired, Severely/Profoundly Mentally retarded

Age Range (CA): 1-8 yrs. MA:

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:

Examiner should be a good observer. Should be familiar with the checklist items in the event that a directed interview is made.

Other Persons Required:

Person familiar with the child's habitual performance and behavior is required if a directed interview is necessary.

Materials Required: (*items not provided in kit)

Materials required may be available in any nursery or preschool or child's home.

SCORING AND INTERPRETATION:

Procedure:

Check each item observed on the line preceding the test item. No scores are given.

Format:

Scoresheet is the evaluation items.

Space for Recording Retest:

Four retests may be recorded, usually over the period of one year.

■ Summary Sheet (graphic representation):

Summary sheets are provided for each sub-area. Summary contains space to provide the child's present skill level and the educational goals for the child by skill area.

TITLE: DEVELOPMENTAL CHECKLIST

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- May provide needed information for the determination of present levels of competence.
- May provide sequential short-term objectives to reach an end goal in an individual education plan.
- May be used as a year-end evaluation instrument of the child's progress over this period of time.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Developmental Checklist

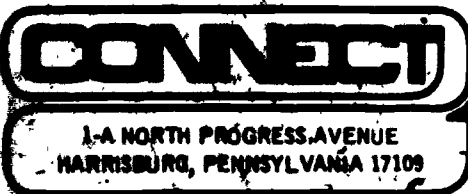
TITLE: DEVELOPMENTAL CHECKLIST

Screening ☒Verification ☐

ADDITIONAL INFORMATION:

Provides examples of how to fill out the checklist and the summary pages.

The checklist was developed through a federal grant.



DATE: March 1977

TEST ANALYSIS

TITLE: DEVEREUX TEST OF EXTREMITY COORDINATION Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: George E. DeHaven, P.T.
James D. Bruce, M.S.

Publisher:
Devereux Foundation
Devon, Pennsylvania 19333

Editor:

Ordering Information:

Devereux Industries
The Edward L. French Division
of Devereux's Rehabilitation Center
Devon, Pennsylvania 19333
Forms:

Copyright Date: 1971

Cost: Image kit - \$150.00; Manual - \$15.00; Score sheets (pad of 50) - \$4.00;
Image profiles (pkg. of 25) - \$3.00; individual pieces of equipment are sold
separately.

DESCRIPTIVE INFORMATION:

Purpose: To measure a child's present levels in motor functioning.

Age Range (CA): 4-10 yrs. MA:

Grade Level:

Format: a

Child is asked to perform 12 motor tasks with both hands and both feet.

Time Required: 20 minutes

Sub-Areas:

Sequential motor activity
Fine motor ability

Static balance
Perceptual motor activity

Observational Information:

Hand preference is requested.

Personally Identifiable Information Required:

Standard information

TITLE: DEVEREUX TEST OF EXTREMITY COORDINATION Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Ability to perform motor tasks with hands or feet.

Disability Groups: Emotionally handicapped; Neurologically impaired, Mentally retarded, Learning disabled.

Age Range (CA): 4-10 yrs. MA:

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be familiar with the criterion for correct motor performance.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

* Stopwatch

SCORING AND INTERPRETATION:

Procedure: Child is scored upon performance—so many successful attempts in 10 seconds, etc. Scores for both right and left are added together. A Sub-category Score and a Total Score are determined, results are compared to a typical population in that age range.

Format:

Score sheet form: provides space for filling in the blanks.

Space for Recording Retest: The score sheet provides for two testings, one on one side, one on the other.

Summary Sheet (graphic representation):

An Image Profile is made with regard to the child's age; Profile is divided into standard deviation above and below the norm.

TEST ANALYSIS

TITLE: DEVEREUX TEST OF EXTREMITY COORDINATION

Screening ☒Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May help determine a child's present level in motor functioning for development of the IEP.

-May help determine educational objectives.

NORMATIVE DATA: Manual not available for review.

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: Manual not available for review

Reliability:

Validity:

REFERENCES:

Devereux Test of Extremity Coordination - ordering information
score sheet.
image profile

TEST ANALYSIS

TITLE: DEVEREUX TEST OF EXTREMITY COORDINATION

Screening ☒Verification ☐

ADDITIONAL INFORMATION:

The DTEC is coordinated with IMAGE (Individual Motor Achievement Guided Education) which contains over 373 suggested motor exercise activities.

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109**TEST ANALYSIS****TITLE:** FAIRVIEW DEVELOPMENTAL SCALEScreening ☒Verification ☐**BIBLIOGRAPHIC INFORMATION:****Author:** James S. Giampiccolo, Jr.
Alan Boroskin**Publisher:**Research Development
Fairview State Hospital
2501 Harbor Boulevard
Costa Mesa, California 92626**Ordering Information:****Editor:****Forms:****Copyright Date:** 1974**Cost:** Sample set - \$1.00; Manual - \$0.50; Scales (pkg. of 100) - \$10.00**DESCRIPTIVE INFORMATION:****Purpose:** To measure behavior and development of individuals that are so severely impaired that usual means of assessment are futile.**Age Range (CA):****MA:****Grade Level:**

No age or grade level specified.

Format:

Individual is rated on 26 items in terms of what he can do now.

Time Required: Untimed**Sub-Areas:**Perceptual and motor skills
Self-help skillsLanguage
Social interaction
Self direction**Observational Information:**

The FDS is an observation instrument.

Personally Identifiable Information Required:

Standard information

General description of the subject: Medical status (checklist of additional handicaps); and Mechanical aids (used for mobility).

TITLE: FAIRVIEW DEVELOPMENTAL SCALE

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

Severely/profoundly Mentally retarded

Age Range (CA):

MA:

No age or grade level specified.

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be thoroughly familiar with the individual being rated.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

Since observation of the individual occurs during the normal course of day, no additional materials are required.

SCORING AND INTERPRETATION:

Procedure: The corresponding number of the descriptive statement which best describes the individual is circled. All item scores within a sub-area and all sub-areas are totaled. The Total Score is used in determining a Developmental Age. A Developmental Quotient may be calculated. A Developmental Level is found by comparison to a table.

The score sheet is the scale. Conversion tables for Developmental Age and Level are in the manual.

Space for Recording Retest:

Scale is a non-reusable booklet.

Summary Sheet (graphic representation):

Score summary is on the cover sheet of the scale, and consists of all calculated scores.

TEST ANALYSIS

TITLE: FAIRVIEW DEVELOPMENTAL SCALE

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May be used when determining present levels of functioning when preparing an Individual Educational Program (IEP).

-May be used to determine progress throughout the instructional year.

NORMATIVE DATA:

Sample Size:

1700

Population Descriptors Used:

Severely profoundly mentally retarded residents of Fairview State Hospital

TECHNICAL ASPECTS;

Reliability: Inter-rater: Scores yielded from testing four wards with both AM and PM shifts had an average range of .71 to .94. Test/Retest: with same population and raters, rating the residents two months after the initial testing averaged from .85 to .97.

Validity:

The FDS was administered to 127 normal children (aged 4 mos.-approx. 6 yrs.) by their parents. Relationship of chronological age to Total Score was non-linear and negatively accelerated. The regression of total score on Chronological Age was .91.

REFERENCES:

Fairview Developmental Scale - manual
scale

TITLE: FAIRVIEW DEVELOPMENTAL SCALE

Screening ☒Verification ☐

ADDITIONAL INFORMATION:

Development and standardization of the FDS was accomplished with an adult institutionalized population. The average age of the residents was about 18 years; the average mental age was approximately 24 years with an average IQ of 20.2. Considering these figures it would seem realistically an instrument that may be used with preschool children.

TEST ANALYSIS**TITLE:** FAIRVIEW LANGUAGE EVALUATION SCALEScreening ☒ Verification ☐**BIBLIOGRAPHIC INFORMATION:****Author:** Alan Boroskin, M.A.**Publisher:**Research Department
Fairview State Hospital
2501 Harbor Boulevard
Costa Mesa, California 92626**Ordering Information:****Editor:****Forms:****Copyright Date:** 1971**Cost:** Sample set - \$1.00; Manual - \$0.50; Scales (pkg. of 100) - \$10.00.**DESCRIPTIVE INFORMATION:****Purpose:** To assess various levels of verbal and nonverbal language to detect change.**Age Range (CA):** MA: **COMMUNICATION LEVEL:** 3 mos. - 6 yrs.**Format:** Scale has ten levels in descending order of language age. The first five levels contain eight items each; the second five have six items each.**Time Required:** Untimed**Sub-Areas:**

Scale covers both expressive and receptive language.

Observational Information:

Scale is scored upon observation of child's language performance. Cover sheet requires information about any speech related handicaps.

Personally Identifiable Information Required:Child's name, sex, date of birth, and age in months
Observer's name, place and date of the observation

TITLE: FAIRVIEW LANGUAGE EVALUATION SCALE

Screening ☒Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

Designed for Severely/Profoundly institutionalized Mentally retarded; may be used with Severe Language disorders.

Age Range (CA):

MA:

COMMUNICATION LEVEL: 3 mos. - 6 yrs.

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Observer should be thoroughly familiar with the child to be able to rate the child's present status.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

None

SCORING AND INTERPRETATION:

Procedure: All items are scored until all items are passed on one level or the highest level (10) is reached. Items are scored by a checkmark opposite the statement of behavior most descriptive of child's present language ability. A Language Age and Quotient are derived, and a Language Level is determined.

Format:

Scoring is done directly on the scale.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

Summary of the scores is provided.

TITLE: FAIRVIEW LANGUAGE EVALUATION SCALE

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May be an aid in the determining of a child's language level in a mass screening, especially with the shy or withdrawn child.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS:

Reliability: Four ward technicians evaluated 15 residents, (that they were thoroughly familiar with) twice, two weeks apart. The Language Levels had a .948 agreement. A second study testing the residents twice, three months apart, had a range of agreement from .848 to .986.

Validity:

Item placement was done by comparison to other standardized tests.

REFERENCES:

Fairview Language Evaluation Scale - manual
record form

TITLE: FAIRVIEW LANGUAGE SCALE

Screening ☒

Verification ☐

ADDITIONAL INFORMATION:

TEST ANALYSIS**TITLE:** FAIRVIEW PROBLEM BEHAVIOR RECORDScreening ☒Verification ☐**BIBLIOGRAPHIC INFORMATION:****Author:** Robert T. Ross, Ph.D.**Publisher:**Research Department
Fairview State Hospital
2501 Harbor Boulevard
Costa Mesa, California 92626**Ordering Information:****Editor:****Forms:****Copyright Date:** 1971**Cost:** Manual - \$0.50; Record forms (pkg. of 100) - \$10.00**DESCRIPTIVE INFORMATION:****Purpose:**

To "pinpoint those behaviors which might interfere with the (individual's) independent functioning."

Age Range (CA):**MA:****Grade Level:**

None stated. See Additional Information

Format:

The FPBR is in two parts. Part I - a listing of behavior problems and an estimate of the frequency of the behavior. Part II - an adjective checklist used to determine the individual's prevailing mood.

Time Required:

Untimed

Sub-Areas:Aggressive behaviors
Hyperactive behaviors
Sexual behaviorsCovert behaviors
Inappropriate behaviors**Observational Information:**

The FPBR is an observational instrument to help an administrator concentrate on the individual's current behavior.

Personally Identifiable Information Required:Child's name, sex, date of birth
Examiner's name

TITLE: FAIRVIEW PROBLEM BEHAVIOR RECORD

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

Severe or profoundly handicapped

Age Range (CA):

MA:

None stated, See Additional Information

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual:

Individual

Training Needed by Examiner:

The FPBR is filled out by a person thoroughly familiar with the individual's behavior.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

None

SCORING AND INTERPRETATION:

Procedure: Check each word or phrase which best describes the individual's behavior. Scores on behavior items are summed to obtain section scores and a grand total. Checklist is scored + (desirable behavior) and - (undesirable) for each adjective listed that the individual displayed within the last two weeks.

Format:

All items are scored on the record forms.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

Summary of scores is noted on the Adjective Checklist Form.

TEST ANALYSIS

TITLE: FAIRVIEW PROBLEM BEHAVIOR RECORD

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May aid in the determination of which individuals would benefit from a behavior management program, in order to help them become more independent.

NORMATIVE DATA: Studies have been made with adult institutionalized persons.

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Fairview Behavior Problems Record - instruction sheet
record form
adjective checklist

TITLE: FAIRVIEW PROBLEM BEHAVIOR RECORD

Screening ☒Verification ☐

ADDITIONAL INFORMATION:

-Although no age or level is specified, the norms were determined with a population of the average age of 24. Since this scale is meant to be used with the severe or profoundly mentally retarded, it seems applicable to preschoolers.

-Certain sections of the FBPR may be inappropriate to score for preschool children (i.e. sexual behaviors)

-Definitions for frequency of behavior (rarely, sometimes, frequently) would be useful but are not provided, since what may be frequent for one behavior may not be frequent for another.

TEST ANALYSIS**TITLE:** FAIRVIEW SELF HELP SCALEScreening ☒ Verification ☐**BIBLIOGRAPHIC INFORMATION:****Author:** Robert T. Ross, Ph.D.**Publisher:**Research Department
Fairview State Hospital
2501 Harbor Boulevard
Costa Mesa, California 92626**Editor:****Ordering Information:****Forms:****Copyright Date:** 1970**Cost:** Sample set - \$1.00; Manual - \$0.50; Scales (pkg. of 100) - \$10.00**Availability:****DESCRIPTIVE INFORMATION:****Purpose:** Designed to assess various aspects of adaptive behavior to detect change in small increments.**Age Range (CA):** 1-4 yrs. MA:**Grade Level:****See Additional Information****Format:**

Child is rated as to his proficiency on 34 specific behaviors.

Time Required: Untimed**Sub-Areas:**Motor dexterity
Self-help skillsCommunication skills
Social interaction
Self-direction**Observational Information:**

Scale is scored on the basis of observation. Additional information required: medical status (checklist of additional handicaps), mechanical aids (wheelchair, etc.) and behavior problems (checklist of maladaptive behaviors).

Personally Identifiable Information Required:

Standard information

TEST ANALYSIS

TITLE: FAIRVIEW SELF HELP SCALE

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

Mentally retarded

Age Range (CA): 1-4 yrs. MA:

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be thoroughly familiar with the child being rated.

Other Persons Required: Parent may be required if the scale is used in an interview format.

Materials Required: (*items not provided in kit)

None

SCORING AND INTERPRETATION:

Procedure: Each number corresponding to a descriptive statement that describes the child's behavior is circled (one per item). Items in each sub-area are totaled and then sub-areas are totaled. A Behavior Quotient may be computed and a Behavior Level determined.

Format:

Scoring is done on the scale form.

Space for Recording Retest:

Scale is in a non-reusable booklet.

Summary Sheet (graphic representation):

Score summary is on the front coversheet.

TEST ANALYSIS

TITLE: FAIRVIEW SELF HELP SCALE

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May be used to determine a child's progress on an annual basis.

NORMATIVE DATA:

Sample Size: 574

Population Descriptors Used:

Institutionalized severely/profoundly mentally retarded.

TECHNICAL ASPECTS:

Reliability: An attendant rated each of 12 individuals he was most familiar with, and rated them again in three months. Correlation between the morning and afternoon shift ratings was .91.

Validity: The FSHS correlated with the Vineland Social Maturity Scale and the Cain-Levine Social Competency Scale above .93.

REFERENCES:

Fairview Self-Help Scale - manual
score sheet

TITLE: FAIRVIEW SELF HELP SCALE

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

The FSHS was originally intended for use with the adult population of the Fairview Hospital who were severely or profoundly mentally retarded.

CONNECT

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: May 1977

TEST ANALYSIS

TITLE: FULL RANGE PICTURE VOCABULARY TEST

Screening ☒

Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: R. B. Ammons
H. S. Ammons

Publisher:
Psychological Test Specialists
Box 1441
Missoula, Montana 59801

Ordering Information:

Editor:

Forms: Form A
Form B

Copyright Date: 1948

Cost: Plates, instructions, norms, answer sheets - \$15.00; Answer sheets
(pkg. of 25) - \$2.50; Provisional manual (compilation of articles) - \$2.75

DESCRIPTIVE INFORMATION:

Purpose:

Designed to be a quick test of verbal comprehension, and intelligence.

Age Range (CA): 2 yrs. - MA:
Adult

Grade Level:

Format:

Subject is given a stimulus word and asked to indicate which picture of
four best illustrates the word.

Time Required: 10 minutes

Sub-Areas:

None

Observational Information:

None

Personally Identifiable Information Required:

Name, age
Examiner's name

TEST ANALYSIS

TITLE: FULL RANGE PICTURE VOCABULARY TEST

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Ability to indicate a response in a consistent manner.

Disability Groups:

Physically handicapped, Severely Speech impaired, Aphasic, Emotionally disturbed.

Age Range (CA): 2 yrs. - MA:
Adult

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be able to gain rapport with the individual being tested. Should be familiar enough with the stimulus words to use them in differing sequences. Should be able to eliminate guessing by the subject.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

16 Picture plates

SCORING AND INTERPRETATION:

Procedure: Each response is marked with a check for correct or a zero for incorrect. All correct answers are totaled for a raw score. Raw scores may be compared to norm tables for IQ equivalents.

Format:

There are separate answer sheets for each form. Each answer sheet lists the stimulus words by plate number and includes the point levels for each word. This sheet is used only by the examiner.

Space for Recording Retest:

Alternate form is available for retest.

Summary Sheet (graphic representation):

None

TITLE: FULL RANGE PICTURE VOCABULARY TEST

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May be used in mass screening efforts for quick determinations of verbal comprehension.

-May be used to test a non-verbal child to determine the size of his receptive language vocabulary.

-May be used as a quick, unobtrusive method to determine an individual's level of intelligence.

NORMATIVE DATA:

Sample Size: 589 children and adults

Population Descriptors Used:

Age

Sex

Grade placement

Father's or own occupation

TECHNICAL ASPECTS:

Reliability: Form A with Form B correlations range from .86 to .99 with a median of .93. Correlations found have been: .93 for 120 preschool children, .87 for 61 mild-severely disturbed children, .96 for 80 black children and .86 for 80 Spanish-American children.

Validity:

Validity studies are extremely numerous. Examples of validity correlations are: .78 with the Leiter with 50 cerebral palsied individuals, .48 and .57 with the WISC for 61 mild-severely disturbed children, .85 and .83 with the Binet for 120 preschool children, .84 with Raven Progressive Matrices for 50 cerebral palsied.

REFERENCES:

Full-Range Picture Vocabulary Test - Test plates
Answer Sheets
Norms

TITLE: FULL RANGE PICTURE VOCABULARY TEST

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Separate norms have been developed for Whites and Blacks of all ages and Spanish-American bilingual children.

The FRPVT does not go below the two year age level or to the superior adult level. Since normative and standardization data were compiled in 1948, there is some question as to its current reliability and validity.

Pictures which were to be cartoon-like line drawings are difficult to recognize and interpret. Modification and updating of the drawings are sorely needed.

TEST ANALYSIS**TITLE:** GOLDMAN-FRISTOE TEST OF ARTICULATIONScreening ☐Verification ☒**BIBLIOGRAPHIC INFORMATION:****Author:** Ronald Goldman, Ph.D.
Macalyne Fristoe, Ph.D.**Publisher:** American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014
Editor:**Ordering Information:****Forms:****Copyright Date:** 1972**Cost:** Kit - \$22.60; Manual - \$1.75; Response Forms (pkg. of 50) - \$3.85;
Test Plates - \$18.20**DESCRIPTIVE INFORMATION:****Purpose:** "To provide a method of assessing an individual's articulation of consonant sounds."**Age Range (CA):** 2.yr. - MA: Adult
Grade Level:**Format:** Child is to identify 35 pictures, retell stories with the aid of pictures, and repeat sounds in syllables, words and sentences.**Time Required:** Untimed**Sub-Areas:** Sounds in Words
Sounds in Sentences
Stimulability**Observational Information:**

Record form unavailable for review.

Personally Identifiable Information Required:

Record form unavailable for review.

TEST ANALYSIS

TITLE: GOLDMAN-FRISTOE TEST OF ARTICULATION

Screening ☐ Verification ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups: All, except the Visually impaired and the Hearing impaired with no verbal language.

Age Range (CA): 2 yr. - MA:
Adult

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be extremely familiar with the directions for administration. Knowledge of phonetic notation is useful. Examiner does not have to be a speech clinician but may score the test for errors only. A more knowledgeable person may test for type of error.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

Test plates

SCORING AND INTERPRETATION:

Procedure: Each item may be scored on two levels: (1) for error; and (2) for type of error. Sub-test and total scores are determined and may be converted to percentile ranks.

Format: Each stimulus or key word on the response form has the sound position color coded as to initial, medial, or final. Each item is scored by the proper mark in a cell alongside the stimulus.

Space for Recording Retest:

Response form unavailable for review.

Summary Sheet (graphic representation):

Response form unavailable for review

TEST ANALYSIS

TITLE: GOLDMAN-FRISTOE TEST OF ARTICULATION

Screening ☐ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

- May determine a child's specific difficulty in sound production.
- May indicate the stimulability (ability to have that sound reproduced) of that sound for remediation.
- May indicate consistency with sounds - always misarticulates initial sounds, etc.

NORMATIVE DATA:

Sample Size: 38,884

Population Descriptors Used:

Grade: 1 - 12

National Speech and Hearing Survey

TECHNICAL ASPECTS:

Reliability: Test/Retest reliability with 37 articulatory defective children had a correlation of prescence of error of .95 for sounds in words and .94 for sounds in sentences; for type of error it was .89 and .86 for sounds in words and sentences respectively. Inter-rater reliability was found to be .92 for errors and .88 for type

Validity:
Content validity is established by the collection of items used to assess speech sound production.

REFERENCES:

Goldman-Fristoe Test of Articulation - examiner's manual

TEST ANALYSIS

TITLE: GOLDMAN-FRISTOE TEST OF ARTICULATION

Screening ☐

Verification ☒

ADDITIONAL INFORMATION:

TEST ANALYSIS**TITLE:** GOLDMAN-FRISTOE-WOODCOCK TEST OF
AUDITORY DISCRIMINATIONScreening ☐ Verification ☒**BIBLIOGRAPHIC INFORMATION:**

Ronald Goldman, Ph.D.

Author: Macalyne Fristoe, M.S.

Richard W. Woodcock, Ed.D.

Publisher:American Guidance Service, Inc.
Publishers Building

Circle Pines, Minnesota 55014

Editor:**Ordering Information:****Forms:****Copyright Date:** 1970**Cost:** Test kit - \$23.00; Manual - \$1.75; Test plates - \$16.25; Large Training plates - \$4.20; Response forms (pkg. of 50) - \$3.50.**DESCRIPTIVE INFORMATION:****Purpose:** "...designed to provide measures of speech-sound discrimination ability..."**Age Range (CA):** 3.8 yr. - MA:**Grade Level:**

Senior adult

Format: Person is trained to the correct answering procedures and to identify each picture by its proper label. Client is then presented with basically the same task - identifying a picture from four.**Time Required:** 10-15 minutes**Sub-Areas:** Quiet sub-test

Noise sub-test

Observational Information: Space for comments about the client or test situation is provided on the response form.**Personally Identifiable Information Required:**

Standard information

Type of tape player

Whether earphones or large training plates were used

TITLE: GOLDMAN-FRISTOE-WOODCOCK TEST OF
AUDITORY DISCRIMINATION

Screening ☐ Verification ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Ability to indicate response

Disability Groups: All

Age Range (CA): 3.8 yrs - MA:
Senior adult

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Training with large plates may be done in small groups. Actual test situation is individual.

Training Needed by Examiner: Examiner must be familiar with the manual and scoring procedures. Should be able to establish rapport easily with person being tested.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

- * Tape recorder
- * 1-2 earphone sets
- Easel Kit
- Large training cards (optional)

SCORING AND INTERPRETATION:

Procedure: Client is scored for the sub-tests only. Client is given one point for a proper identification or zero points for an incorrect response. All correct responses in each subtest are totaled and may be converted to percentile ranks.

Format: The response form has the stimulus words and the designated correct picture number. Training procedures and the three trials are on the score sheet for information only.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: GOLDMAN-FRISTOE-WOODCOCK TEST OF
AUDITORY DISCRIMINATIONScreening ☐ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

- Will provide "an index of an individual's ability to discriminate speech sounds under quiet and/or noisy conditions."
- May be useful in screening for hearing problems.
- May be helpful in the evaluation of the relative usefulness of hearing aids.

NORMATIVE DATA:

Sample Size: .745 individuals, aged 3-84 years.

Population Descriptors Used:

- Residents of Minnesota, New Jersey, and Tennessee
- Regular public school classes - school age
- Public and private - kindergartens
- Personal contact - preschool and adult

TECHNICAL ASPECTS:

Standard Error of Measurement ranges from 1.41 for 7-9 years old to .86 for 4-6 years. Split-half reliability ranges from .51 (10-12 years) to .88 (7-9 years). Test/Retest with 17 preschool speech handicapped children was .87 for quiet, and .81 for noise.

Validity:

Concurrent validity with experienced clinician's judgments was .76.

REFERENCES:

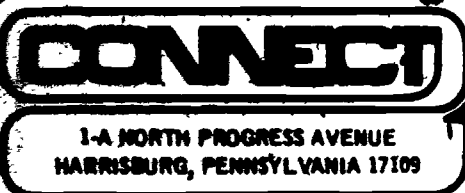
GOLDMAN-FRISTOE-WOODCOCK: TEST OF AUDITORY DISCRIMINATION - Manual

TITLE: GOLDMAN-FRISTOE-WOODCOCK TEST OF
AUDITORY DISCRIMINATION

Screening ☐ Verification ☒

ADDITIONAL INFORMATION:

Since the entire test is administered by a tape recording the speech differences of the examiner are of no importance.



DATE: March 1977

TEST ANALYSIS

TITLE: GUIDE TO THE CHILD'S LEARNING SKILLS

Screening ☒

Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: D. H. Stott, Ph.D.

Publisher:

Ordering Information:

Dr. D. H. Stott

30 Colborn Street

Guelph, Ontario, Canada

Editor:

Forms:

Copyright Date: 1976

Cost: Guide - \$0.50 See Additional Information

DESCRIPTIVE INFORMATION:

Purpose:

"A schedule for the systematic observation of learning behavior."

Age Range (CA):

MA:

Grade Level:

No age or grade level specified

Format:

Teacher is asked to respond to 16 questions concerning the child's classroom and overall behavior; and nine questions regarding any physical or family problems.

Time Required: Untimed

Sub-Areas:

Preliminary screening

Identification of poor learning habits

Observational Information:

The Guide is totally an observational instrument.

Personally Identifiable Information Required:

Child's name, date of birth, sex

Teacher's name, school, class, type of class

Date of form completion

TITLE: GUIDE TO THE CHILD'S LEARNING SKILLS

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

Learning disabled, Mentally retarded (Mild-Moderate), Slow, Underachiever

Age Range (CA): MA:

No age or grade level specified

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:

Examiner should read the questions over and then observe the child closely for several weeks. Good observation skills are a must.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

None

SCORING AND INTERPRETATION:

Procedure:

Teacher reads the questions and rates the child by severity in accordance with the sentence descriptors.

Format:

Scoring form is the question form.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: GUIDE TO THE CHILD'S LEARNING SKILLS

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May help the teacher observe the child's behavior more closely.

-May indicate a need for motivational training rather than special education in its classic form,

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

(Validity:

REFERENCES:

Guide to the Child's Learning Skills - preliminary screening
identification of poor learning habits

TITLE: GUIDE TO THE CHILD'S LEARNING SKILLS

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

The author will grant permission (at a small fee) for interested persons to duplicate the guide. Costs are:

-for service or research institutions and individuals doing research with grant support - \$5.00/year,

-for graduate students and others doing research without grant support - \$2.50/year.

The Guide correlates with the Flying Start Curriculum developed by D. H. Stott. This curriculum is a motivational approach to learning problems.

The terms in the Guide are very value laden, e.g. queer, stupid.

CONNECT1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109DATE: May 1977**TEST ANALYSIS**

TITLE: HESS SCHOOL READINESS SCALE

Screening ☒ Verification ☐**BIBLIOGRAPHIC INFORMATION:**

Author: Richard J. Hess, Ed.D.

Publisher:Mafex Associates, Inc.
90 Cherry Street
Johnstown, Pennsylvania 15902**Ordering Information:****Editor:****Forms:**

Copyright Date: 1975

Cost: Kit - \$19.95

DESCRIPTIVE INFORMATION:**Purpose:**

Designed "...to detect the presence or absence of intellectual readiness to enter school."

Age Range (CA): 3½-7 yrs. MA: 3-7½ yrs. Grade Level:

Format:

Child is presented with 45 items relating to intellectual functioning. There are 29 non-verbal items and 16 items requiring verbal response.

Time Required: 8 minutes

Sub-Areas: (See Additional Information)Pictorial identification
Discrimination of animal pictures
Picture memory
Form perception**Comprehension and discrimination**Copying geometric forms
Paper folding
Number concepts**Observational Information:**

Observations should be made in accordance with the Personal-Social Scale. Items on the scale are rated Poor, Fair, Average, Above Average, Excellent. Items rated are intellectually related, i.e. speech development, self-help development. Suspected physical or sensory problems should be indicated too.

Personally Identifiable Information Required:Child's name, sex, grade level, exact chronological age
School
Teacher's name
Parent's name, address, phone number
Examiner's name

TITLE: HESS SCHOOL READINESS SCALE

Screening ☒ Verification ☐**EXAMINEE APPROPRIATENESS:****Prerequisite Skills:**

Ability to indicate a choice

Ability to manipulate paper easily

Disability Groups:

Mentally retarded, Hearing impaired, Physically handicapped, Speech impaired, Language Disorders

Age Range (CA): 3½ yrs. - MA: 3 yrs. - 7½ yrs.
7 yrs.**ADMINISTRATIVE CONSIDERATIONS:**

Group or Individual: Individual

Training Needed by Examiner: Examiner should be trained in the administration of psychological tests. Should acquaint himself with observational techniques. Be thoroughly familiar with the HSRS administration, scoring and interpretation.

Other Persons Required:

It is preferred that the examiner and child be alone. It is possible, however, to test with the parent present if testing cannot be postponed to a later date.

Materials Required: (*items not provided in kit)

Counting frame (10 neutral colored beads)

4 x 4" paper

5 1/4 x 3 3/4 x 3 3/4" paper (triangular)

5 1/2 x 8 1/2" paper

SCORING AND INTERPRETATION:

Procedure: Each correct response is one point, each is circled on the record form. Item scores are totaled to yield a raw score which may be converted to a Mental Age, IQ and percentile rank for predicting school success by comparison to tables.

Format:

Record form is divided into sub-areas. Reverse of the form is the Personal Social Scale and Physical & Sensory Development questionnaires to be completed.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

None

TITLE: HESS SCHOOL READINESS SCALE

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May indicate which children should be given priority to be psychologically and educationally evaluated.

-May indicate which children may be in need of special services in order to learn in a school setting.

NORMATIVE DATA:

Sample Size: 3,000 pre-kindergarten, pre-Grade 1

Population Descriptors Used:

Place of residence: urban, suburban, rural

Race: white, non-white

Educational level of head of household

Occupational level of head of household

Eastern Pennsylvania

TECHNICAL ASPECTS:

Reliability: Testing 323 children three weeks apart, Test/Retest correlations ranged from .91 (for the total group) to .83 (pre 1st graders); Standard Error of Measurement ranged from 2.05 (for boys) to 2.33 (for girls).

Validity: Correlations of HSRS mental ages with the Stanford-Binet form L-M mental ages was .86 for 272 children (pre-K and pre 1), correlations with each test's IQ scores was .80 for the same group. Correlation of the sub-tests with the total ranged from a high of .81 (comprehension and discrimination) to a low of .33 (Form perception and discrimination) with a mean of .475. Prediction of School Success correlates with teacher ratings one year later .92.

REFERENCES:

The Hess School Readiness Scale - manual
test book
record form

TITLE: HESS SCHOOL READINESS SCALE

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Sub-Areas: (continued)

Digit memory span,
Opposite analogies
Comprehension,
Sentence memory span

The manual states repeatedly that the test will identify those children who should be excluded from school. Yet, the test format having several small pictures on the same page would confuse the child with visual perception problems and those children are usually above average in intelligence.

It should be recognized that school readiness is not only intelligence but emotional/social maturity, etc.; therefore, the HSRS eliminates testing many important facets of the child.

It seems that although the manual was written in 1975, no one informed the author of the right to education for ALL children; and appropriate revisions seem necessary.

CONNECT1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: July 1977

TEST ANALYSIS**TITLE:** HISKEY-NEBRASKA TEST OF
LEARNING APTITUDEScreening ☐ Verification ☒**BIBLIOGRAPHIC INFORMATION:****Author:** Marshall S. Hiskey, Ph.D.**Publisher:****Ordering Information:**
Hiskey-Nebraska Test of
Learning Aptitude
5640 Baldwin Street
Lincoln, Nebraska 68507
Forms:**Editor:****Copyright Date:** 1966**Cost:** Complete kit - \$68.00; Manual - \$3.00; Record forms (pkg. of 50) - \$4.00;
Completion of drawing sheets (pkg. of 50) - \$2.00**DESCRIPTIVE INFORMATION:****Purpose:**

To assess the non-verbal intelligence of an acoustically handicapped or verbally limited child.

Age Range (CA): 3-16 yrs. **MA:****Grade Level:****Format:** Child is presented with varying fine motor and visual tasks to perform. Directions are given in pantomime or verbally in accordance with the child's abilities. Each sub-test evaluates essentially the same tasks, but they are increasingly more difficult to perform, e.g. Bead Patterns, Part A-stringing beads, Part B-stringing beads in a specified pattern, Part C-stringing beads in a specified pattern from memory.**Time Required:**

45-50 minutes in two sessions

Sub-Areas: (See Additional Information)

Bead patterns

Memory for color

Picture identification

Picture association

Paper folding

Visual attention span

Block patterns

Completion of drawings

Observational Information:

None

Personally Identifiable Information Required:

Child's name, age, grade

School's name

Date of test

Examiner's name

TITLE: HISKEY-NEBRASKA TEST OF
LEARNING APTITUDE

Screening ☐ Verification ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Ability to understand verbal and/or non-verbal directions
Degree of fine motor coordination

Disability Groups:

Deaf, Hard of Hearing, Aphasic, Severe Speech disorders, Moderately/Severely Mentally retarded

Age Range (CA): 3-16 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should have a background in psychometrics and be familiar with individual testing techniques. Should be thoroughly familiar with the directions, both pantomime and verbal. Some knowledge of testing handicapped children is essential. May require examiner's knowledge of manual communication.

Other Persons Required:

If the child is young, a third person (parent, child careworker) may be required. This person should be seated behind or out of the line of sight of the child.

Materials Required: (*items not provided in kit) (See Additional Information)

- Colored beads (round, square, cylindrical)
- 2 Strings
- 2 Sets of colored plastic strips (black, blue, orange, yellow, green, brown, white, red)
- Cardboard screen
- 78 Pictures
- 7 Picture series
- 2 Booklets of pictures
- 6" Square paper
- 16-1" Cubes
- Pattern booklet

SCORING AND INTERPRETATION:

Each correct response is marked with a check, each incorrect with an X. Each sub-test is totaled. Child's rating on the scale is the median rating for that sub-test. A median age is found by using tables in the manual which is the child's Learning Age and may be converted into a learning quotient. Deviation IQ's are available for hearing children only.

Format:

Record form unavailable for review.

Space for Recording Retest:

Record form unavailable for review

Summary Sheet (graphic representation):

A profile is made by plotting each sub-test score on the norms table included with the record form.

TITLE: HISKEY-NEBRASKA TEST OF
LEARNING APTITUDE

Screening ☐ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

- May indicate an intellectual deficit for a hearing impaired child.
- May provide an idea of a non-verbal child's cognitive capabilities without regard to his understanding or use of verbal language.

NORMATIVE DATA:

Sample Size: 1,079 deaf children
1,074 hearing children

Population Descriptors Used:

- Age: 2 yrs. 6 mos. to 17 yrs. 5 mos.
- Deaf children were from state schools for the deaf
- Hearing children were selected on the basis of parents' occupational level 10 widely separated states

TECHNICAL ASPECTS:

Reliability: Sub-test intercorrelations ranged from .729 to .332 for the deaf and from .777 to .315 for the hearing. Correlations were obtained between age rating on sub-tests and the median age rating for the total test ranging from .514 to .889. Split half reliability was .947 for deaf 3-10 yr. olds. and .918 for the 11-17 yr. olds; .933 for hearing 3-10 yr. olds and .904 for hearing 11-17 yr. olds.

Validity:

A correlation of .86 for hearing children from 3 to 10 years with the Stanford-Binet (L-M) was found and .78 for hearing children 11 to 17 years. A correlation of .82 was obtained for hearing children when compared to their WISC Scores.

REFERENCES:

Hiskey-Nebraska Test of Learning Aptitude
"Revision and Restandardization of the Hiskey-Nebraska Test of Learning Aptitude"

TITLE: HISKEY-NEBRASKA TEST OF
LEARNING APTITUDE

Screening ☐ Verification ☒

ADDITIONAL INFORMATION:

Sub-areas: (continued)

- Memory for digits
- Puzzle blocks
- Picture analogies
- Spatial reasoning

Materials: (continued)

- Pictures with missing pieces
- Booklet of digits
- 10 Individual digits
- 8 Colored blocks divided into parts
- 12 Picture analogies
- 12 Plates of 5 pictures each as choices for analogies
- 10 Plates of geometric designs

Findings show that the younger deaf child has greater difficulty grasping the directions than hearing children of equal age. Due to this fact, young deaf children tend to lower a sub-test score by failing the beginning items. This is not true for the older deaf child who had had training in visual discrimination and will surpass or equal the hearing child's rating on items concerned with visual perception.

At least five sub-tests must be administered to have a valid test score.

Picture analogies and spatial reasoning sub-areas provide the most difficult tasks to perform even for normal hearing individuals.



1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: March 1977

TEST ANALYSIS

TITLE: *HOUSTON TEST FOR LANGUAGE DEVELOPMENT

Screening ☒

Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Margaret Crabtree, Ed.D.

Publisher:

The Houston Test Company

P. O. Box 35152

Houston, Texas 76101

Editor:

Ordering Information:

Forms:

Copyright Date: 1963

Cost: Part I: Complete kit - \$11.00; Manual - \$4.00; Score sheets (pkg. of 25) - \$3.50; Part II: Complete kit - \$24.00; Manual - \$4.50; Score sheets (pkg. of 20) - \$4.00; Both Parts - \$35.00

DESCRIPTIVE INFORMATION:

Purpose: "...designed for the purpose of establishing a basis for the objective evaluation of language functioning...", "...to measure the growth of language in order to determine the level of therapy..."

Age Range (CA): 6 mos. - MA:
6 yrs.

Grade Level:

Format: Child is observed in a testing situation. For older children the child is asked to perform a task or gesture or to verbalize.

Time Required: Approximately 30 minutes per test

Sub-Areas:

Observational Information: Under Comments, record any unusual use of hands, visual adjustments, hyperactivity, etc. (Part II) or additional language abilities (Part I).

Personally Identifiable Information Required:

Record sheet not available for review.

TITLE: HOUSTON TEST FOR LANGUAGE DEVELOPMENT

Screening ☒Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups: All items on Part II may have to be changed for the Visually impaired.

Age Range (CA): 6 mos. - MA:
6 yrs.

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should have an understanding of the behavioral characteristics of young children. Should be familiar with test items.

Other Persons Required: If child is hesitant to perform, the child's mother may be present.

Materials Required: (*items not provided in kit)

Part I:

- * 10" doll
- 20 picture vocabulary cards
- * Children's dictionary
- * Several small toys

Part II:

- Vocabulary cards
- Miniature objects - doll family, bathtub, dining room set, truck, toy animals
- Crayons - primary colors
- Drawing paper

SCORING AND INTERPRETATION:

Procedure: Each item has a pass/fail criteria for each age group. A Basal Age, Upper Age, and Language Age are all calculated.

Format:

Record forms not available for review.

Space for Recording Retest:

Record forms not available for review.

Summary Sheet (graphic representation):

Record forms not available for review.

TITLE: HOUSTON TEST FOR LANGUAGE DEVELOPMENT

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- May be used to assist in the diagnosis of language disorders.
- May be used as an indication of progress as a result of specific therapy.

NORMATIVE DATA:

Sample Size: Part I: 113 children
Part II: 102 children

Population Descriptors Used:

Part I:
White
Metropolitan Houston
Age
Sex

Part II:
Houston
Age

No bilingual children were used.

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

The Houston Test for Language Development - Manuals. Part I and II

TEST ANALYSIS

TITLE: HOUSTON TEST FOR LANGUAGE DEVELOPMENT

Screening ☒Verification ☐

ADDITIONAL INFORMATION:

Rationale for the inclusion of each item in both tests are presented in each manual.

The HTLD will be taken off the market May 15, 1977.

TEST ANALYSIS

TITLE: INITIAL LEARNING ASSESSMENT

Screening ☒ Verification ☐**BIBLIOGRAPHIC INFORMATION:**

Author: Edward G. Scagliotta, Ph.D.

Publisher:

Academic Therapy Publications
1539 Fourth Street
San Rafael, California 94901

Ordering Information:

Editor:

Forms:

Copyright Date: 1970

Cost: Book - \$4.75

DESCRIPTIVE INFORMATION:

Purpose:

"...to ascertain the gross acquisition of a child's abilities in order that an individual educational program can be provided."

Age Range (CA):

MA:

Grade Level:

No age or level stated.

Format:

Child is asked to perform various tasks in each sub-area.

Time Required:

Untimed

Sub-Areas:

Peripheral modalities

Perceptual-motor functions

Concept formation

Behavioral and emotional characteristics

Symbolic development

Academic achievements

Observational Information:

Observational information about how the child performs a specific task, reacts to a specific stimulus or action, and reacts to the test situation itself may be collected and summarized at the end report.

Personally Identifiable Information Required:

No score sheet is provided.

TITLE: INITIAL LEARNING ASSESSMENT

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Appropriate cognitive and motor skills for age and/or level.

Disability Groups:

Mildly to moderately handicapped, some activities could be omitted for the Visually, Aurally or Physically handicapped.

Age Range (CA):

MA:

No age or level stated.

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be highly trained and experienced in psychometrics and testing materials. He should be experienced in teaching exceptional children and have an understanding of child development.

Other Persons Required:

None

Materials Required: (*items not provided in kit) See Additional Information

- | | |
|-------------------------|---|
| * Tissue paper cylinder | * Colored picture cards (same as objects) |
| * Environmental objects | * Word cards (names of objects) |
| * Flashlight | * 6-piece doll |
| * Mirror | * 10-piece doll |
| * Optometric scanner | * 3-piece form board |
| * Sound instruments | * 5-piece form board |
| * Rubber tube | * Montessori graduated cylinders |
| * Funnel | * Geometric fragment forms |
| * Opaque bag | * Puzzles |
| * Sandpaper letters | * Elastic Board |
| * Tinkerboard | * Rubber bands |
| | * Pegboard |

SCORING AND INTERPRETATION:

Procedure:

Scoring is qualitative.

Format:

Results of the ILA are stated in anecdotal form, by sub-area as to what the child can do or has difficulty in doing.

Space for Recording Retest:

No score sheet is used.

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: INITIAL LEARNING ASSESSMENT

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- May be helpful for determining a child's present level for development of an IEP.
- May identify a child needing further evaluation.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Initial Learning Assessment - manual

TITLE: INITIAL LEARNING ASSESSMENT

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Materials: (continued)

- * Golf tees or pegs
- * Copsheets - Appendix A
- * Low balance beam
- * Rocker board
- * Soccer ball
- * Marsden ball
- * Directionality cards
- * Crayons: red, green, blue, black
- * Scissors
- * Cubes (varying in size)
- * Sequential sizes and shapes
- * Plain and solid round objects
- * Square object
- * Triangular object
- * Visual discrimination cards
- * Composite pictures
- * Phonograph
- * Record - instructional classical music
- * Alphabet cards
- * Word cards
- * Picture cards
- * Standard graded reading and spelling texts
- * Two sets: number cards
- * Two sets: pattern cards
- * Nickel
- * Eight pennies
- * Felt pen

The format that the ILA is written in provides the examiner with information of what types of things he should look for.

Photographs of materials which must be constructed are contained in the manual.

TEST ANALYSIS**TITLE:** KAHN INTELLIGENCE TEST:
A CULTURE MINIMIZED EXPERIENCEScreening ☐ Verification ☒**BIBLIOGRAPHIC INFORMATION:****Author:** Theodore C. Kahn**Publisher:**
Psychological Test Specialists
Box 1441
Missoula, Montana 59801**Ordering Information:****Editor:****Forms:****Copyright Date:** 1975**Cost:** Kit - \$52.00; Manual - \$5.00; Record sheet (pkg. of 50) - \$16.00**DESCRIPTIVE INFORMATION:****Purpose:**

Measures development levels of children as well as estimating several different types of intelligence.

Age Range (CA): 1 mo. - MA:
Adult**Grade Level:****Format:** Main Scale has six items per age level. A Brief Placement Scale to determine point of entry in the Main Scale has one item per age level. All items are responded to non-verbally by manipulating the test objects.**Time Required:** Untimed**Sub-Areas:**Concept formation
Recall
Motor coordinationVerbal
Sign language
Use with the blind**Observational Information:**

Recording sheet has space for behavior notes and evaluation of results.

Personally Identifiable Information Required:

Record form not available for review.

TITLE: KAHN INTELLIGENCE TEST:
A CULTURE MINIMIZED EXPERIENCE

Screening ☐ Verification ☒

EXAMINEE APPROPRIATENESS:**Prerequisite Skills:**

Gross and fine motor skills..

Disability Groups:

Mentally retarded, Emotionally disturbed, Behavior problems, Visually impaired, Hearing impaired.

Age Range (CA): 1 mo. - MA:
Adult

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:

Examiner should be thoroughly familiar with the test manual and its supplements. Examiner should test many individuals prior to testing for scoring purposes.

Other Persons Required:

None

Materials Required: (*Items not provided in kit) All materials are plastic.

Anchor

Butterfly (1 each) large brown; thin transparent

Circle - transparent

Dog (1 each) large black; small black; small white

Heart (1 each) large transparent; blue; red

Star - 1 large transparent; 2 red

Segment of a circle - transparent

Cross

Parrot

Felt strip

SCORING AND INTERPRETATION:

Procedure: Each item is scored based upon the item criterion. Score + for correct, - for incorrect. A basal age is calculated and any additional correct items are worth 2 months credit. An IQ is calculated.

Format:

Record form not available for review.

Space for Recording Retest:

Record form not available for review.

Summary Sheet (graphic representation):

Record form not available for review.

TITLE: KAHN INTELLIGENCE TEST:
A CULTURE MINIMIZED EXPERIENCE

Screening ☐ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

-To provide information regarding the child's developmental level.

NORMATIVE DATA:

Sample Size: 337 persons

Population Descriptors Used:

Ages 1 month - 17 years
40 Adults.

TECHNICAL ASPECTS: Additional reliability and validity studies are cited.

Reliability:

Test/Retest with 23 children, aged 1-14 years, tested 3 weeks apart. MA's correlated with the KIT, .94

Validity:

With the same 23 children above, KIT MA's compared to the MA received on the 1937 Stanford-Binet, .75.

REFERENCES:

Perceptual and Motor Skills - monograph supplement
Kahn Intelligence Test: A Culture-Minimized Experience
Up-Dating the Kahn Intelligence Test
Reprints of additional validity studies

TEST ANALYSIS

TITLE: KAHN INTELLIGENCE TEST:
A CULTURE MINIMIZED EXPERIENCE

Screening ☐ Verification ☒

ADDITIONAL INFORMATION:

The KIT is a culturally minimizing experience, as much as it is possible to be since one aspect of intelligence is the capacity to adjust to culture.

Special test items have been developed for the visually impaired.

TEST ANALYSIS**TITLE:** KOHN PROBLEM CHECKLIST AND
KOHN SOCIAL COMPETENCE SCALEScreening ☒ Verification ☐**BIBLIOGRAPHIC INFORMATION:****Author:** Martin Kohn Bernice L. Rosman
Barbara Parnes**Publisher:****Ordering Information:**Martin Kohn, Ph.D.
Wm. Alanson White Institute
20 West 74th Street
New York, N. Y. 10023**Editor:****Forms:****Copyright Date:** 1975**Cost:** Specimen set - \$5.00**DESCRIPTIVE INFORMATION:****Purpose:**

"...designed to assess the social-emotional functioning of young children in preschool settings."

Age Range (CA): 3-6 yrs. **MA:****Grade Level:****Format:** Children are rated on a 3, 7 or 5-point scale as to the typical occurrence of a behavior within the past week. 3-point scale for the Checklist, a 7 or 5-point scale for the Social Competence Scale for either full or half-day school attendance.**Time Required:**

Untimed

Sub-Areas:

Scales are not divided into sub-areas, but each yields Two Factor Scores. Factor I deals with general utilization of opportunity in the classroom while Factor II deals with conformance to rules, regulations and routines in a classroom.

Observational Information:

Scales are rated through observation, no additional information is collected.

Personally Identifiable Information Required:

Child's name, age, room or group

Rater's name, position (head teacher, aide, etc.)

TITLE: KOHN PROBLEM CHECKLIST AND
KOHN SOCIAL COMPETENCE SCALE

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Skill development adequate for age.

Disability Groups:

Emotionally disturbed, Behavioral problem, Speech/Language impaired,
Mildly, Mentally retarded.

Age Range (CA): 3-6 yrs. MA:

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:

Examiner must be a good observer. May be classroom teacher, aide or impartial observer that observes child a week prior to the rating.

Other Persons Required:

Ratings may be made independently by one or more persons, if necessary.

No other person is required.

Materials Required: (*items not provided in kit)

Observations are made during the course of the child's school day and are mainly concerned with a child's ability to interact with his environment; therefore, no specific materials are required.

SCORING AND INTERPRETATION:

Procedure: Each item is given a specific rating. Each scale is divided into two factors, all items for each factor are summed for the Checklist. The algebraic sum for each factor is used for the Social Competency Scale. Both sets of scores may be converted to standard scores and added together.

Format:

Score sheets have item numbers listed in a matrix with each row or column corresponding to Factor I or Factor II.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: KOHN PROBLEM CHECKLIST AND
KOHN SOCIAL COMPETENCE SCALE

Screening ☒ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

- May identify a child having emotional problems.
- May indicate the need for an in-depth psychiatric evaluation of a child.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

*A Rating and Scoring Manual for the Kohn Problem Checklist and
Kohn Social Competence Scale*

TITLE: KOHN PROBLEM CHECKLIST AND
KOHN SOCIAL COMPETENCE SCALE

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Further information about the Scales may be found in *Developmental Psychology*, 1972.

Dimensions involved with the Problem Checklist are Factor I: Apathy-Withdrawal; Factor II: Anger-Defiance.

Dimensions involved with the Social Competence Scale are Factor I: Interest Participation vs. Apathy-Withdrawal; Factor II: Cooperation-Compliance vs. Anger-Defiance.

A full day and half day rating scale for social competence has been developed consisting of 73 and 64 items respectively. The 64 item scale omits items concerning nap and lunch time.

A high score on the Problem Checklist indicates disturbance, while a high score on the Social Competence Scale indicates health.

TEST ANALYSIS**TITLE:** LEARNING ACCOMPLISHMENT PROFILEScreening ☒ Verification ☐**BIBLIOGRAPHIC INFORMATION:****Author:** Anne R. Sanford**Publisher:**Chapel Hill Training-Outreach Project
Lincoln Center
Chapel Hill, North Carolina**Ordering Information:**Kaplan School Supply Corporation
600 Jonestown Road
Winston-Salem, N. C. 27103**Editor:****Forms:****Copyright Date:** 1974**Cost:** Diagnostic Kit - \$150.00; Manual - \$2.50; Individual Profile - \$2.00;
Infant LAP - \$3.00**DESCRIPTIVE INFORMATION:****Purpose:**

Designed to provide a record of the child's existing skills.

Age Range (CA): 1 mo. - 6 yrs.**MA:****Grade Level:****Format:**

The LAP is in a checklist, divided into sub-areas. Each sub-area has skills sequenced developmentally and cross-referenced to the bibliographic source of the item.

Time Required:

Untimed

Sub-Areas:Gross motor
Fine motor
SocialSelf-help
Cognitive
Language**Observational Information:**

Each item, scored, either pass or fail, should include comments as to how the child performed the item. Space is provided for this information to the right of the item.

Personally Identifiable Information Required:

Child's name, date of birth

TITLE: LEARNING ACCOMPLISHMENT PROFILE

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

All

Age Range (CA): 1 mo. - MA:
6 yrs.

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual, child may be observed during the course of a program day rather than setting up a formal test situation.

Training Needed by Examiner: Examiner should be familiar with the LAP items and progression to be able to assess the child during the course of a day or be able to set up activities to provide the child with the opportunity to demonstrate the skill. May be administered by a classroom teacher.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

SCORING AND INTERPRETATION:

Procedure: A plus is scored for pass, a minus for fail. The child's developmental age is determined as being the last passed item before a ceiling is found (4 out of 5 items failed). A change of rate of development may be computed by dividing the developmental age by the child's chronological age:

Format:

The LAP is in a bound book. Each item contains a description of the behavior, bibliographic source, developmental age, assessment and achievement dates and space for comments.

Space for Recording Retest:

Retests may be recorded on the same forms, different colored ink each time may be useful.

Summary Sheet (graphic representation):

A profile of development is plotted for each area assessed. Multiple profiles may appear on one form.

TITLE: LEARNING ACCOMPLISHMENT PROFILE

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- Aid in determining a child's present educational levels for the development of an individualized education program.
- May identify specific behavioral objectives that should be taught to the child.
- May evaluate a child's progress by both, skill acquisition and computing a change in the rate of development quotient.

NORMATIVE DATA: Criterion - referenced

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

- A Manual for Use of the Learning Accomplishment Profile
- Learning Accomplishment Profile

TITLE: LEARNING ACCOMPLISHMENT PROFILE

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

The LAP is cross referenced to the Planning Guide for Preschool Curriculum which provides teaching strategies to encourage skill development.

The LAP is to be accomplished in three steps which include: 1) compiling developmental data, 2) task analysis of a skill, and 3) curriculum development.

Training filmstrips are available.

1-A NORTH PROGRESS AVENUE.
HARRISBURG, PENNSYLVANIA 17109

TEST ANALYSIS

TITLE: LINDAMOOD AUDITORY CONCEPTUALIZATION TEST Screening ☒ Verification ☒

BIBLIOGRAPHIC INFORMATION:

Author: Charles H. Lindamood, M.A.
Patricia C. Lindamood, M.S.

Publisher:

Ordering Information:

Teaching Resources Co
100 Boylston Street
Boston, Massachusetts 02116

Editor:

Forms: Alternate forms: 'Form A' and B

Copyright Date: 1971

Cost: Complete kit - \$13.95; Test forms (pkg. of 50) - \$4.75

~~DESCRIPTIVE INFORMATION:~~

Purpose:

Designed to measure auditory perception.

Age Range (CA):

• MA :-

Grade Level: Preschool-Adult

Format:

Child is to listen to sounds and syllables said by the examiner and to place colored blocks to represent the sounds (e.g. /p/ /p/ - 2 blocks, same color; /p/ /t/ /k/ - 3 blocks, different colors).

Time Required:

Untimed

Sub-Areas:

Category I - isolated sounds in sequence

Category I - sounds within syllable pattern

Observational Information:

Any behavior which appears significant to the test performance should be recorded.

Personally Identifiable Information Required:

Child's name, sex, birthdate, age, grade

Examiner's name

School's name

Type of speech deviation, if any

Native language, other language spoken

Results of other tests

Use of visual cues

TEST ANALYSIS

TITLE: LINDAMOOD AUDITORY CONCEPTUALIZATION TEST Screening ☒ Verification ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Understanding of same and different
Understanding of left to right progression
Understanding number concept to four
Understanding of first and last

Disability Groups:

All but Hearing Impaired (modification may be made to the blocks so that the Visually Impaired child can use the test). Modification for Physically handicapped may be needed.

Age Range (CA):

MA:

GRADE LEVEL: Preschool - Adult

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:

Examiner should be familiar with the manual and the correct pronunciation of the sounds and syllables. A tape is provided for pronunciation.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

18 colored blocks

SCORING AND INTERPRETATION:

Procedure: Each response is recorded in the color code. A + or - is marked after the test is completed. Each correct answer is one point, then multiply the correct number (1, 3 or 6) for a converted score. Cut off scores for grade levels K-12 are provided on the record sheet.

Format:

Each form of the LAC has an Individual Record Sheet. Stimulus, response, and indication of correct or incorrect are recorded.

Space for Recording Retest:

Record sheet is non-reusable.

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: LINDAMOOD AUDITORY COMPREHENSION TEST

Screening ☒ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

-May provide for early identification of children with auditory perceptual problems.

-May aid in the understanding of the point of breakdown in the process of reading or spelling.

NORMATIVE DATA:

Sample Size: Sample 1: 660

Sample 2: 52

Population Descriptors Used:

School district: Monterey Peninsula Unified S. D.

Lucia Mar Unified S. D.

Socioeconomic status: all categories

Teacher: divided class into four parts (upper/lower boys, upper/lower girls)

Older students were selected by the guidance counselors on the basis of performance.

TECHNICAL ASPECTS:

Reliability:

Test/Retest: alternate form reliability with 52 children with a minimum of four weeks between testings, the correlation was .96.

Validity:

Correlations with the WRAT (Wide Range Achievement Test) Spelling-Reading subtests ranged from .66 to .81 at different grade levels.

REFERENCES:

Lindamood Auditory Conceptualization Test - preliminary manual
response sheets
tape

TITLE: LINDAMOOD AUDITORY COMPREHENSION TEST

Screening ☒Verification ☒

ADDITIONAL INFORMATION:

The Manual states, "It (the LAC) is suitable for administration at any chronological or functional age and any academic level."

It has been found that color blindness does not alter the test, since the blocks are perceived in varying degrees of grey.

Conceptualization of sounds and order of sounds as represented by colored blocks may prove difficult to obtain with younger and more involved children.

TEST ANALYSIS

TITLE: MAGIC KINGDOM

Screening ☒ Verification ☐**BIBLIOGRAPHIC INFORMATION:**

Author:

Publisher:

Editor: Southeast Mental Health
and Retardation Center

Copyright Date:

Cost: Manual \$5.00

Ordering Information:Southeast Mental Health and
Retardation Center
700 1st Avenue, South
Fargo, North Dakota 58102**Forms:**

Experimental edition: 3rd Revision

DESCRIPTIVE INFORMATION:**Purpose:**

To mass screen all preschool children in all areas of functioning.

Age Range (CA): 3-5 yrs. MA:

Grade Level:

Format:

Child is guided from area to area and is to perform various tasks, verbally, non-verbally and motorically.

Time Required:

Approximately 1 1/2 hours for the total screening.

Sub-Areas: Recommended

Hearing

Vision

Motor tasks

Visual tasks

Auditory tasks

Language battery

Self-concept test

Parental assessment

Walker readiness test
(or like)Developmental history
questionnaire**Observational Information:**

Observation is made within each area in accordance with the instrument being used for that specific area.

Personally Identifiable Information Required:

Child's name, sex, date of birth, age

Parent's name, address, phone number

Community

Parent's age, education

Prior schooling

Number of children in family

Family income level

Race

TITLE: MAGIC KINGDOM

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

- Ability to move freely from situation to situation
- Ability to indicate a response

Disability Groups:

All thought to be handicapped children

Age Range (CA): 3-5 years MA:

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual and small group situations may be used depending on the type of instruments being used.

Training Needed by Examiner:

Examiner may be a paraprofessional, instructions for training examiners are in the manual.

Other Persons Required:

Depending upon the number of children being screened, there is a need for 15-35 volunteers.

Materials Required: (*items not provided in kit)

- | | |
|---------------------------|-----------|
| * Audiometer | Balloon |
| 36 Instruction cards | Harmonica |
| Penlight flashlight | Spoon |
| 2 Occluders | Scissors |
| 3 Plastic measuring tapes | Bag |
| Yardstick | Toy truck |
| Stimulus cards | |
| Bell | |
| Hammer | |
| Toy toothbrush | |
| Pencil | |

SCORING AND INTERPRETATION:

1 pt. for correct, 0 pts. for incorrect, U for untestable. The check-out station personnel check that all stations have seen the child and determines the total results and the indicator of positive (+); problem or negative (-); no problem by comparing sub-area scores to the tables. An overall Evaluation of the testing session is made.

Format:

An Admission Ticket to the Magic Kingdom is carried by the child from area to area. All scoring and indications are made on this form. The Walker Readiness Test is scored on its own form; results are transferred to the Admission Ticket.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: MAGIC KINGDOM

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- May indicate a child's strengths and weaknesses.
- May indicate a subtle vision or hearing problem.
- May indicate the need for an in-depth educational and psychological evaluation.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

The Magic Kingdom - manual

TITLE: MAGIC KINGDOM

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Manual provides information on how to run a mass screening program in a community. Also provides room layout plans for the screening.

CONNECT

DATE: March 19771-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

TEST ANALYSIS

TITLE: MEMPHIS MODEL:
COMPREHENSIVE DEVELOPMENTAL SCALEScreening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Alton D. Quick, Ed.D. A. Ann Campbell M.S.
Thomas L. Little, Ed.D.Publisher:
Lear Siegler, Inc.
Fearon Publishers
6 Davis Drive
Belmont, California 94002

Ordering Information:

Editor:

Forms:

Copyright Date: 1974

Cost: 1 set (3 forms and guide) - \$1.50

DESCRIPTIVE INFORMATION:

Purpose: "...designed to assist teachers in finding a child's present level of functioning."

Age Range (CA): Birth - 5 yrs. MA: Grade Level:

Forms:

Teacher is to observe the child or pose situations for the child's performance in each sub-area. A Ceiling Age is determined for each sub-area.

Time Required: Untimed.

Sub-Areas:

Personal-social
Gross motorFine motor
Language

Perceptive-cognitive

Observational Information:

The Memphis scale is an observation instrument.

Personally Identifiable Information Required:

Standard information

TITLE: MEMPHIS MODEL:
COMPREHENSIVE DEVELOPMENTAL SCALE

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
None

Disability Groups:
Developmentally delayed, Mentally retarded, Sensory impaired

Age Range (CA): Birth - MA:
5 yrs.

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:
None

Other Persons Required:
None

Materials Required: (*Items not provided in kit)

Materials required may be found in any nursery or pre-school classroom or in the home.

SCORING AND INTERPRETATION:

Procedure: For each item circle P or F, as appropriate, until 6 F's are scored in a row. Count number of P's for a raw score; the Developmental Age is determined by the age level of the last item passed.

Each sub-area has its own scale and page. Along the left hand side each item is correlated with a Developmental Age and a P, F.

Space for Recording Retest:

None, Profile may be used over.

Summary Sheet (graphic representation): A Profile of Developmental Status is formed by plotting each sub-area's Developmental Age with a solid blue line and plotting the child's Chronological Age with a broken red line. Deficit areas may be determined by a comparison of the lines.

TEST ANALYSIS

TITLE: MEMPHIS MODEL:
COMPREHENSIVE DEVELOPMENTAL SCALE

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-Provides information regarding the child's present functioning level which may be used when writing an individual educational program.(IEP).

-May be used as a continuous record of progress during the child's preschool years.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Project Memphis: Guide to Programming
Comprehensive Developmental Scale

TEST ANALYSIS

TITLE: MEMPHIS MODEL:
COMPREHENSIVE DEVELOPMENTAL SCALE

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

The Comprehensive Developmental Scale is one component of the 3-part Memphis Model which leads ultimately to an individual educational program for the child which is continuously monitored.

Lesson Plans for Enhancing Preschool Developmental Progress is a resultant curriculum guide of the Memphis Model (available, Fearon Publishers - \$24.95).

TEST ANALYSIS**TITLE:** MINNESOTA PRESCHOOL SCALEScreening ☐Verification ☐**BIBLIOGRAPHIC INFORMATION:**

Florence L. Goodenough M. J. Van Wegenen

Author: Katharine M. Maurer**Publisher:**

American Guidance Service, Inc.

Publishers' Building

Circle Pines, Minnesota 55014

Editor:**Ordering Information:****Forms:** Form A**Copyright Date:** 1938; 19**Cost:** Complete set - \$43.00; Specimen set - \$3.80; Manual - \$3.50; Record blanks (pkg. of 25) - \$2.35.**DESCRIPTIVE INFORMATION:****Purpose:** To investigate a child's verbal and non-verbal intelligence.**Age Range:** 2-6 yrs. MA:**Grade Level:****Format:**

Child is presented 24 short tests with a total of 97 test items. Activities differ as to response and stimulus.

Time Required: 30 minutes**Sub-Areas:**

See additional information

Observational Information: Checklist of various behaviors is to be filled out after the test situation. Notes regarding the child's physical condition, mental development, medical history, habits, social-emotional characteristics, interests, and play behavior, family history and home background and home management are entered on the clinical record on the individual record form.**Personally Identifiable Information Required:**

Child's name, age, sex

Examiner's name

Date of test and place

Parent's name, address, whether living, divorced or separated

Birthplace, years in U. S., education

Father's occupation

Language spoken in home

Child's siblings, date of birth, age at death, school grade

TITLE: MINNESOTA PRESCHOOL SCALE

Screening ☒ Verification ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

Mentally retarded, Learning disabled, Speech impaired, Physically handicapped.

Age Range (CA): 2-6 yrs. MA:

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be able to establish rapport with the child. Should be thoroughly familiar with instructions for administration and item order.

Other Persons Required:

None

Materials Required: (*Items not provided in kit)

* Large doll

* Cup

* Large ball

* Watch

* Scissors

* Pencils: 4-5 inches

* 3x5 Paper

* 12 one-inch cubes

* 4 one-inch cubes nailed to a base

* Small ball

* Small doll

* Key

* Penny

* 10x15" piece of cardboard

* 6x6" paper

* Cardboard clock with moveable hands

Other items provided in kit -

SCORING AND INTERPRETATION:

Procedure: Each test is scored according to its own criteria. Scores are totaled for verbal and non-verbal items and total score. Scores may be converted to C-scores, percentile placements or IQ equivalents by consulting the manual.

Format: Individual record form provides room for both verbatim verbal response and other item markings. Scores added and checked by two different individuals insures accuracy.

Space for Recording Retest:

Record form is non-reusable.

Summary Sheet (graphic representation):

A score summary is on the face sheet.

TEST ANALYSIS

TITLE: MINNESOTA PRESCHOOL SCALE

Screening ☒ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

-May provide baseline information for class grouping according to different mental abilities.

-May indicate a child that is in need of special education services

NORMATIVE DATA:

Sample Size: 900 children, 18 months to 6 years

Population Descriptors Used:

Occupational class (from 1920 State Census)

Sex

Minnesota

TECHNICAL ASPECTS:

Reliability: Alternate form reliability ranges from .68 to .94 for verbal, .67 to .92, non-verbal; .80 to .94 combined. Single form reliability is .86 verbal, .82 non-verbal, .89 total.

Validity:

No Data Available

REFERENCES:

MINNESOTA PRESCHOOL SCALE - Manual

Individual record

Sample test materials

TITLE: MINNESOTA PRESCHOOL SCALE

Screening ☒Verification ☐

ADDITIONAL INFORMATION:

Sub-areas:

1. Body parts
2. Pointing out objects in pictures
3. Naming familiar objects
4. Copying drawings
5. Imitative drawing
6. Block building
7. Response to pictures
8. Knox cube imitation
9. Obeying simple commands
10. Comprehension
11. Discrimination of forms
12. Naming objects from memory
13. Recognition of forms
14. Colors
15. Tracing a form
16. Picture puzzles: rectangular
17. Incomplete pictures
18. Digit span
19. Picture puzzles: diagonal
20. Paper folding
21. Absurdities
22. Mutilated pictures
23. Vocabulary
24. Opposites
25. Imitating positions of clock hands
26. Speech

When using the MPS, it should be kept in mind that it was standardized in 1938-40. Therefore, its use for verification of a mental deficiency is very hazy. Words in common use, i.e. copper meaning policeman are not in use at this time. Caution should be used if the MPS is used for verification, although it is quick enough to be a core test in a screening battery.

TEST ANALYSIS**TITLE:** MURPHY-DURRELL READING READINESS ANALYSIS Screening ☒ Verification ☐**BIBLIOGRAPHIC INFORMATION:****Author:** Helen A. Murphy
Donald D. Durrell**Publisher:**
Harcourt, Brace & World, Inc.
New York**Ordering Information:**
The Psychological Corporation
757 Third Avenue
New York, N. Y. 10017**Editor:****Forms:****Copyright Date:** 1965**Cost:** Specimen set - \$2.25; Manual - \$1.50; Test booklet (pkg. of 35) - \$8.50.**DESCRIPTIVE INFORMATION:****Purpose:** To determine a child's degree of readiness for reading.**Age Range (CA):****MA:****Grade Level:** End Kindergarten-
First Grade**Format:** Child is to mark the correct response in his booklet. Stimulus for response is verbal.**Time Required:** Untimed, administered in three sessions**Sub-Areas:** Phonemes test
Letter names test
Learning rate test**Observational Information:**

None

Personally Identifiable Information Required:

Standard information

TEST ANALYSIS

TITLE: MURPHY-DURRELL READING READINESS ANALYSIS Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Ability to follow directions

Ability to make a mark or indicate a correct response

Disability Groups: Learning disabled, Mentally retarded, Physically handicapped

Age Range (CA):

MA:

GRADE LEVEL: End Kindergarten-
First grade

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Group

Training Needed by Examiner: Examiner should be thoroughly familiar with the test and manual.

Other Persons Required: A teacher's aide may be helpful, especially if the group is large.

Materials Required: (*items not provided in kit)

Flash cards

* 1 x 8" colored marker

SCORING AND INTERPRETATION:

Procedure: A score key is provided. Each correct item is one point, sub test and total scores are calculated. Conversion tables for percentile, quartile ranks and stanines are in the manual.

Format:

Scoring is done within the pupil test booklet.

Space for Recording Retest:

Test is in a non-reusable booklet.

Summary Sheet (graphic representation): A Class Record is compiled to include child's name, percentile and stanine for each sub-test and total test and other-test scores.

TEST ANALYSIS

TITLE: MURPHY-DURRELL READING READINESS ANALYSIS

Screening ☒Verification ☐

IMPLICATIONS FOR PROGRAMMING:

May be most useful for grouping the class according to reading ability.

-May help determine each child's degree of readiness to undertake formal work in reading.

NORMATIVE DATA:

Sample Size: 12,231

Population Descriptors Used:

Entering first graders

65 school systems

12 states (VT, MA, CN, NY, NJ, PA, DE, MI, WI, KA, NC, CA)

TECHNICAL ASPECTS:

Reliability: Odd-Even reliability ranged from .98 (total test) to .88 (learning rate). Standard error of measurement ranged from 3.5 (total test) to 1.5 (learning rate).

Validity: Comparing the MDRRA total score and the Metropolitan Readiness Test, total score yielded a correlation of .80. A correlation of .64 was found between the MDRRA and the Pintner-Cunningham Primary Test.

REFERENCES:

Murphy-Durrell Reading Readiness Analysis - Manual of directions
Score key
Test booklet
Flash cards
Class record

TITLE: MURPHY-DURRELL READING READINESS ANALYSIS Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Manual gives suggestions to aid in planning instruction for three levels of reading groups.

TEST ANALYSIS

TITLE: PEABODY DEVELOPMENTAL MOTOR SCALES

Screening ☒Verification ☐**BIBLIOGRAPHIC INFORMATION:**Author: Rhonda Folio, Ed.S.
Rebecca F. DuBose, Ph.D.

Publisher:

Ordering Information:

IMRD

George Peabody College
Nashville, Tennessee 37203

Editor:

Forms:

Revised, experimental edition

Copyright Date: 1974

Cost: Monograph - \$3.00; Set of scales - \$0.50

DESCRIPTIVE INFORMATION:

Purpose:

To evaluate a child's motor skills (both gross and fine), in relation to adaptive capabilities.

Age Range (CA): Birth-
7 yrs.

MA:

Grade Level:

Format:

Child is observed or requested to perform various motor items. Child is scored as to his ability to perform the task independently on a 5-point criterion scale.

Time Required:

Untimed

Sub-Areas:

Gross motor

Fine motor

Observational Information:

The PDMS may be utilized as an observational guide. Comments may be put on the Score Sheet for each item, if necessary.

Personally Identifiable Information Required:

Child's name, age, date of birth, sex

Examiner's name

Date of testing

Checklist of impairments: visual, auditory, physical, other

Health status during assessment

Attitude during assessment

TITLE: PEABODY DEVELOPMENTAL MOTOR SCALES

Screening ☒Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

All, may be most useful and meaningful with the Severely or Profoundly Physically handicapped or Mentally retarded.

Age Range (CA): Birth-

MA:

7 yrs.

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual.

Training Needed by Examiner: Examiner should be familiar with the item sequence directions and scoring criterion. May be a professional or paraprofessional trained in administration of the PDMS.

Other Persons Required:

A parent or teacher may be required when testing a very young or severely handicapped child to answer the examiner's questions. Items may be passed on report, if necessary.

Materials Required: (*items not provided in kit)

Most materials would be found in any home with a preschool child.

SCORING AND INTERPRETATION:

Each item is scored on a 5 pt. scale (5-- independent; 1- dependent).
Procedure: A Basal and Ceiling Age Level are determined by getting all 5's or 1's respectively at one age level. An overall Developmental Motor Age and Developmental Motor Age Gross and one for Fine are derived. A Readiness Skill Score may be determined to measure small gains in motor development.

Format:

The Peabody Scales are in checklist form. Score sheets contain item number and criterion levels to be checked by the examiner.

Space for Recording Retest:

None, scales may be used again if score sheets are used.

Summary Sheet (graphic representation):

None

TITLE: PEABODY DEVELOPMENTAL MOTOR SCALES

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- May indicate the need for a stimulation program.
- May identify a child with a motoric delay.
- May indicate a severely involved child's progress over time.
- May be used to determine a child's present capabilities in motor behavior.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Peabody Developmental Motor Scales (Revised experimental edition) - monograph
score sheets

TITLE: PEABODY DEVELOPMENTAL MOTOR SCALES

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

With the standardization of the Peabody Scales, this instrument will be useful for verifying a child with a motor delay; until that time the Scales may best be used as a screening or evaluative instrument.

A program of activities designed to teach each skill on the Peabody Scale is included in the Monograph. Each skill is task analyzed and written in easily understandable language that may easily be converted to goals and objectives.

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109**TEST ANALYSIS**

TITLE: PEABODY PICTURE VOCABULARY TEST

Screening ☒Verification ☒**BIBLIOGRAPHIC INFORMATION:**

Author: Lloyd M. Dunn, Ph.D..

Publisher:

American Guidance Service, Inc.
Publishers Building
Circle Pines, Minnesota 55014

Editor:

Ordering Information:

Forms: Form A
Form B

Copyright Date: 1965

Cost: Kit - \$14.00; Manual - \$2.25; Test records - both forms (pkg. of 25 each)
- \$3.65; Series of plates - \$9.40**DESCRIPTIVE INFORMATION:**

Purpose:

"...designed to provide an estimate of a child's verbal intelligence through measuring his hearing vocabulary."

Age Range (CA) 2 yr. 6 mos-MA:
18 yrs.

Grade Level:

Format:

Child is presented with series of plates containing four line drawings on each. Child is to identify the picture that demonstrates the meaning of the word said by the examiner.

Time Required:

10-15 minutes; 1-2 minutes for scoring

Sub-Areas:

Observational Information:

Multiple choice questions on page four of the record booklet about the child's test behavior and physical characteristics. Observations as to whether the child's test behavior is a fair representation of the child's ability are recorded.

Personally Identifiable Information Required:

Child's name, sex, grade, exact chronological age

School's name, teacher's name

Examiner's name, amount of time to complete test

Child's language background, quality and intelligibility of speech

Other test data-dates and scores

TITLE: PEABODY PICTURE VOCABULARY TEST

Screening ☒ Verification ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

Mentally retarded, Emotionally disturbed, Physically handicapped, Language disorders, Speech impaired, with slight modifications; Learning disabled children may be tested.

Age Range (CA): 2 yrs. 6 mos MA:

- 18 yrs.

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual:

Individual

Training Needed by Examiner:.

Examiner should be thoroughly familiar with the PPVT and practice giving the test prior to its use. Words should be pronounced correctly. May be given by a psychologist, teacher, speech therapist, physician, counselor, social worker.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

Spiral bound book - series of plates

SCORING AND INTERPRETATION:

Procedure: For each word presented to the child, record the number of the picture the child has chosen in the space provided on the record form. A line is made through the geometric shape for errors. The Raw Score is the number of correct responses (subtract errors from number of the ceiling item (last item presented)). Score

Format: converts to an MA, IQ and/or Percentile.

Record form is in booklet format. All words and correct answers are listed.

Space for Recording Retest:

Alternate form is provided for retest.

Summary Sheet (graphic representation):

Score summary is on face sheet.

TITLE: PEABODY PICTURE VOCABULARY TEST

Screening ☒ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

-May quickly determine the extent of a child's vocabulary even if the child is physically unable to speak.

-May identify those children in need of a language enrichment program, due to language delay.

NORMATIVE DATA:

Sample Size: 4,012 children

Population Descriptors Used:

White

Living in or around Nashville, Tennessee

Age range 2 yrs. 6 mos. to 18 yrs.

All levels of intellect

TECHNICAL ASPECTS: Additional studies are too numerous to mention.

Reliability: Alternate form reliability is from .67 at 6 yrs. of age to .84 at 18 years, with a median of .77. Standard error of measurement for IQ scores ranges from 6.00 to 8.61 with a median of 7.20.

Validity: Content - all words were taken from Webster's New Collegiate Dictionary, sole criteria originally was that they could be put into pictures. Words were selected for the PPVT, only if the percent passed increased with age.

Congruent - the PPVT correlates better with the WISC than the Binet. PPVT correlates best with the Ammons and Van Alstyne Picture Vocabulary Test.

Concurrent - PPVT scores have a fair relationship to school achievement.

REFERENCES:

Peabody Picture Vocabulary Test - manual

record forms (A + B)

TITLE: PEABODY PICTURE VOCABULARY TEST

Screening ☒ Verification ☒

ADDITIONAL INFORMATION:

The manual states that the PPVT may be used with, "...any English speaking resident of the United States between 2 years - 6 months and 18 years, who is able to hear words, see the drawings, and has the facility to indicate 'yes' or 'no' in a manner which communicates."

All words that biased culturally, regionally or racially were omitted.

Colloquial or local pronunciations accepted by the community should be used.

Comparing order of difficulty to order of presentation a correlation of .90 (TMR, EMR), .76 (Deaf), .76 (British institutionalized mentally retarded) were found.

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109**TEST ANALYSIS****TITLE:** PHYSICIAN'S HANDBOOK:
SCREENING FOR MBDScreening ☒Verification ☐**BIBLIOGRAPHIC INFORMATION:**

John E. Peters, M.D.

Sam D. Clements, Ph.D.

Author: Joanna S. Davis, M.S.

Tom J. Hicks, M.S.

Cleo M. Goolsby, M.S.W.

Publisher:

Ordering Information:

Linden Medical Book Co.

P. O. Box 860

Newark, New Jersey 07101

Editor:

Forms:

Copyright Date: 1973

Cost: Book - \$6.50; Quantity discount prices available

DESCRIPTIVE INFORMATION:**Purpose:**

Designed to increase awareness of Minimal Brain Dysfunction and to present guidelines and diagnostic aids for screening and case management.

Age Range (CA):**MA:****Grade Level:**

No age group specified

Format:

Child is asked to perform various tasks dependent upon his age and capabilities. Provides a comprehensive preliminary analysis of the child's behavior in many situations.

Time Required:

Untimed

Sub-Areas:

Medical

Educational

Social

Language

Psychological

Observational Information:

All observed information is important; a child's behavior may indicate learning disability. Observations may help the diagnostician decide on the appropriate case management techniques required for the child.

Personally Identifiable Information Required:

Child's name

Date

Examiner's name

TITLE: PHYSICIAN'S HANDBOOK:
SCREENING FOR MBD

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

Learning disabled (Minimal brain dysfunction)

Age Range (CA): MA:

No age group specified

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual.

Training Needed by Examiner: Examiner should be thoroughly familiar with the screening items, rationale and procedures. Should be familiar with appropriate and inappropriate responses for accurate recommendations to be made.

Other Persons Required: Parent is required for the completion of a medical history and behavior rating scale. Child's teacher is required to complete the school report.

Materials Required: (*items not provided in kit)

Articulation test card

Story cards

Geometric form cards

Word list cards

SCORING AND INTERPRETATION:

No total score is determined. Recommendations are made as to management of the child based on the pattern of the items passed or failed.

Procedure:

Format:

Space for Recording Retest:

Summary Sheet (graphic representation):

TITLE: PHYSICIAN'S HANDBOOK:
SCREENING FOR MBD

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- Provides recommendations for management of the child in school and home.
- Provides recommendations for additional testing that may be required.
- May indicate neurological soft signs.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Physician's Handbook: Screening for MBD

TITLE: PHYSICIAN'S HANDBOOK:
SCREENING FOR MBD

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

TEST ANALYSIS

TITLE: PIAGETIAN ATTAINMENT KIT

Screening ☒Verification ☒**BIBLIOGRAPHIC INFORMATION:**

Author: Donald Burk, Ph.D.

Publisher:Paul S. Amidon & Assoc., Inc.
5408 Chicago Avenue S.
Minneapolis, Minnesota 55417**Ordering Information:****Editor:****Forms:**

Copyright Date: 1973

Cost:

Kit - \$17.60

DESCRIPTIVE INFORMATION:**Purpose:**

To determine a child's level of functioning according to Piaget's developmental levels.

Age Range (CA): 4-12 yrs. MA: 4-12 yrs. Grade Level: Preschool-Elementary

Format:

Child is asked to perform several tasks above, below, and at his age level. Child is asked questions to justify his answers. 16 tests with additional alternatives for each level - preoperational and concrete operations are included.

Time Required:

Untimed

Sub-Areas:

See Additional Information

Observational Information:

All tasks are observed carefully since the process and the justification of the process are more important than the answer.

Personally Identifiable Information Required:

No score sheet is provided.

TITLE: PIAGETIAN ATTAINMENT KIT

Screening ☒Verification ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Ability to communicate in a logical fashion.

Ability to manipulate objects.

Some knowledge of quantity and relationships.

Disability Groups:

Mentally retarded, Learning disabled, Hearing impaired, Physically handicapped, "Experientially deprived".

Age Range (CA): 14-12 yrs. MA: 14-12 yrs.

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:

May be administered by "...any responsible adult after a minimum amount of familiarization."

Other Persons Required:

None

Materials Required: (*items not provided in kit) (See Additional Information)

25 Geometric attainment record (GAR) figures

10 Rods, 1-10 centimeters

Time order cards

Primary pencil

Geometric attainment feel figures

2 Green index sheets, 9 x 12"

2 Small farm animals

Small pad, 8 1/2 x 11" duplicator paper

70 Clear marbles

27 Clear wooden beads

3 Red wooden beads

SCORING AND INTERPRETATION:

Procedure: Scoring criteria is in the manual after each sub-test. No total score is given but an overall developmental level either preoperational or concrete operational may be determined.

Format:

None

Space for Recording Retest:

There is no score sheet for the PAK, but the test may be used for frequent retesting.

Summary Sheet (graphic representation):

None

TITLE: PIAGETIAN ATTAINMENT KIT

Screening ☒ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

-May give some indication as to why a child is having a problem with a specific curricular area (i.e. problems in math due to having not yet achieved the stage of measurement permanency).

-May provide an indication of the child's logic and conceptual understanding.

NORMATIVE DATA: No Data Available.

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Piagetian Attainment Kit - examiner's manual
materials

TITLE: PIAGETIAN ATTAINMENT KIT

Screening ☒ Verification ☒

ADDITIONAL INFORMATION:

Sub-Areas

Preoperational:

1. Open topological figures
2. Staircase seriation
3. Binet square
4. One to one correspondence
5. Blind I. D.
6. Ordering seriation
7. Discontinuous quantity
8. Mass
9. GAR figures
10. Numbers
11. Discontinuous quantity
12. Discontinuous volume
13. Drawing figures
14. Inclusion
15. Length
16. Cardinal-ordinal relations

Concrete operations:

17. Equivalent sets
18. Diamonds
19. Area
20. Inversion figures
21. Blind I. D.
22. Continuous volume
23. Piaget bottles-horizontal
24. Piaget bottles-vertical
25. Blind I. D.
26. Logical relations
27. Super impositions
28. Set-union
29. Double class
30. Inclusion (Null)
31. Inferring point
32. Displacement (A)
33. Left of right
34. Equivalent angles
35. Squirrel logic
36. Displacement (B)

Materials: (continued)

- 2 - 8 oz. tumblers, straight sides
- 1 Jar, straight sides, 4 x bottom of the tumbler
- 2 - 1 lbs. sticks of clay
- 10 Paste sticks
- 2 Cards for superimposition
- 3 String loops - 12" diameter
- Bic ball point pen
- 2 Displacement weights
- 5 Leaf shapes - different colors
- 30 NIC playing cards, 6 each: tree, boy, girl, blank
- Food coloring
- 2 Rubber bands
- 16 - 1" cubes - 8 each of 2 colors

- * Blind - constructed to specifications
- * Scissors
- * Ruler
- * Spool
- * Cup
- * Large button
- * Crayon
- * 24 pennies
- * Compass
- * Cardboard

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109**TEST ANALYSIS**

TITLE: PICTORIAL TEST OF INTELLIGENCE

Screening ☐ Verification ☒**BIBLIOGRAPHIC INFORMATION:**

Author: Joseph L. French

Publisher:

Houghton Mifflin Co.
Pennington-Hopewell Road
Hopewell, New Jersey 08525

Editor:

Ordering Information:

Forms:

Copyright Date: 1967

Cost: Complete kit - \$48.00; Examiner's manual - \$4.95; Record forms (pkg. of 35) - \$3.30

DESCRIPTIVE INFORMATION:

Purpose:

To assess the general intellectual level of a young child.

Age Range (CA): 3-8 years MA:

Grade Level:

Format:

Child is asked to respond to 160 items by pointing or looking at the picture of his choice for response. A short form for 3-4 year olds has been devised, although it is preferable to administer the entire test.

Time Required:

Approximately 45 minutes

Sub-Areas:

Picture vocabulary

Form discrimination

Information and comprehension

Similarities

Size and number

Immediate recall

Observational Information:

When testing a physically handicapped child who is to indicate his choice of answer by looking at the picture of his choice, close observation of eye movements is necessary.

Personally Identifiable Information Required:

Record form unavailable for review.

TITLE: PICTORIAL TEST OF INTELLIGENCE

Screening ☐Verification ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

Physically handicapped, Mentally retarded, Multi-handicapped, Hearing impaired, Severe speech and/or Language disordered

Age Range (CA): 3-8 yrs. MA:

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be familiar with the procedures for administration and scoring of the PTI. He should practice with the materials to insure ease of manipulation of materials.

Other Persons Required:

None. Parent may be present, if necessary, but must sit behind the child to insure that there will be little interference.

Materials Required: (*Items not provided in kit)

137 Response cards

54 Stimulus cards

Easel or kit case

SCORING AND INTERPRETATION:

Procedure: A slash through the letter of the child's choice is made on the score sheet. Total number of items answered correctly is used to derive a deviation IQ, percentile rank or mental age. Mental ages are available for each sub-test.

Format:

Record form not available for review.

Space for Recording Retest:

Record form not available for review.

Summary Sheet (graphic representation):

Record form not available for review.

TITLE: PICTORIAL TEST OF INTELLIGENCE

Screening ☐ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

-May indicate a comprehension level for a child with unintelligible speech or lack of control over body movements.

✓ -May provide information to the multidisciplinary team which may assist in the identification of the type of program a child needs.

NORMATIVE DATA:

Sample Size: 1830; 260-347 at each age from 3-8 years

Population Descriptors Used:

Regional area

Community size

Occupational level of father

TECHNICAL ASPECTS:

Reliability: Standard error of measurement ranges from 3.61 at 3 years, to 2.30 at 7 years. Test/Retest with 27 children, aged 3-5 years, tested 3-6 weeks apart, was .96. Sub-test intercorrelations range from .57 (immediate recall) to .69 (form discrimination).

Validity:

PTI total score correlates with the Stanford-Binet MA, .77; with the CMMS IQ, .61; with the WISC full scale score, .67.

REFERENCES:

Pictorial Test of Intelligence - examiner's manual

TITLE: PICTORIAL TEST OF INTELLIGENCE

Screening ☐Verification ☒

ADDITIONAL INFORMATION:

Although procedures are provided for testing the severely physically disabled, these directions were never standardized on physically handicapped children. Rationale for this was that no two cerebral palsied children are afflicted the same. The same is true for normal children, no two have the same background, experiences, etc., yet, they are used to determine test norms.

F. I.

210

TEST ANALYSIS

- TITLE: PORTAGE GUIDE TO EARLY EDUCATION

Screening ☒ Verification ☐**BIBLIOGRAPHIC INFORMATION:**

Author: Susan M. Blume Jean M. Hilliard
 Alma H. Frohman Marsha S. Shearer

Publisher:

The Portage Project
Cooperative Educational Service
Agency 12, 412 E. Slifer Street
Portage, Wisconsin 53901

Ordering Information:

CSEA 12
Portage Project
Box 564
Portage, Wisconsin 53901

Editor:**Forms:**

Revised Edition

Copyright Date: 1976

Cost: Complete set (1 set of cards, 1 manual, 15 checklists) - \$32.00;
checklist (pkg. of 15) - \$6.50

DESCRIPTIVE INFORMATION:

Purpose: "...developed to serve as a guide to teachers, aides, nurses, parents or others who need to assess a child's behavior and plan realistic curriculum goals that lead to additional skills."

Age Range (CA):

MA: Birth - Grade Level:
6 years

Format: The PGEE is in checklist form containing 580 developmentally sequenced behaviors. Each sub-area of the checklist is color coded and items are numbered for easy cross reference to the curriculum cards. Each item appears only in one area.

Time Required:

Untimed

Sub-Areas:

Infant Stimulation
Socialization
Self-help

Language
Cognition
Motor

Observational Information:

Comment section after each item may be utilized for pertinent observational information as it pertained to that skill (i.e.: item - "Copies a circle", child draws in imitation, is useful observation). Behavioral information may be entered on the checklist face sheet.

Personally Identifiable Information Required:

Child's name, date of birth

Instructor's name, program year (several spaces are provided)

Additional space may be used to log any major events or milestones in the child's life.

TITLE: PORTAGE GUIDE TO EARLY EDUCATION

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

All

Age Range (CA):

MA: Birth -
6 years

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:

Examiner should be familiar with the checklist format. May be a teacher, aide, parent or any other member of a helping profession.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

Materials should be available in any preschool or nursery school or home with a young child in it (e.g. paper and crayons or pencil).

SCORING AND INTERPRETATION:

Procedure: Each skill child can accomplish at the time of testing is checked in the column entry Behavior. Additional skills assessed at later periods of time are dated in the Date Achieved column. No quantitative score or developmental age is assigned.

Format:

Checklist areas are color coded for easy identification. Each item has a number and is between two year intervals. Comments column is provided for each item as well as scoring areas.

Space for Recording Retest:

Retests may all be recorded on the same checklist. Checklist may be used until all items are successfully accomplished.

Summary Sheet (graphic representation):

None

TITLE: PORTAGE GUIDE TO EARLY EDUCATION

Screening ☒Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- Indicates a child's present levels in all curricular areas.
- All items are in sequential order and in behavioral terms which may help a teacher when writing an individual educational program.
- Aids in the determination of long term goals for a child to accomplish.
- May be utilized as a progress report of the child for parents and school officials.

NORMATIVE DATA: Criterion - Referenced

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Portage Guide to Early Education; revised - manual
checklist

TITLE: PORTAGE GUIDE TO EARLY EDUCATION

Screening ☒Verification ☐

ADDITIONAL INFORMATION:

The PGEE may be used with older children that are functioning within the limits.

The Infant Stimulation sub-area was developed to assess the severely handicapped child.

Items are cross-referenced to the *Portage Guide to Early Education* curriculum, but the checklist may be used with any curriculum.

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109**TEST ANALYSIS**TITLE: **PRESCHOOL AND EARLY PRIMARY SKILL SURVEY** Screening ☒ Verification ☐**BIBLIOGRAPHIC INFORMATION:**

John A. Long, Jr., Ed.D.

Author: Morton Morris, Ed.D.

George A. W. Stouffer, Jr., Ed.D.

Publisher:

Ordering Information:

Mafex Associates, Inc.

11 Baron Avenue

Johnstown, Pennsylvania 15906

Editor:

Forms:

Copyright Date: Manual - 1973; Test form - 1971

Cost: Specimen set - \$2.50

DESCRIPTIVE INFORMATION:**Purpose:**

To help the teacher identify the needs of each child for readiness skills.

Age Range (CA):

MA:

Grade Level: Preschool - Lower Primary

Format:

The PEPSS is a pictorial test with 4 subscales and a total of 59 items, including samples. Child is required to, in some way, mark or complete the form to indicate his answer.

Time Required: 15-25 minutes per subscale. PEPSS may be given in up to four sessions depending upon the children being tested.

Sub-Areas:

Picture recognition

Picture sequence

Picture relationship

Form completion

Observational Information:

None

Personally Identifiable Information Required:

Child's name, date of birth, age

Date of testing

School's name, location

TITLE: PROFILE OF BASIC LEARNING ABILITIES

Screening ☐ Verification ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

All, intended for compiling a better overall picture of a child with learning disabilities.

Age Range (CA):

MA:

GRADE LEVEL: Preschool-Elementary

ADMINISTRATIVE CONSIDERATIONS:

This is not a test, but a summary of many standardized tests.

Group or Individual:

Training Needed by Examiner:

Other Persons Required:

Materials Required: (*items not provided in kit)

SCORING AND INTERPRETATION:

Procedure: If task is accomplished within the norms stated, a plus is marked in the response column; a minus and the date if accomplished after the norm. If within normal limits, a heavy red dot is put in the Normal Column. If the response is later than the norm, mark appropriate column dependent on the amount of deviation.

Format: Each item and its reference is listed within each sub-area, followed by six columns; response (+ or -), Norm and Profile categories from very weak (-2 standard deviations below the norm) to very strong (+2 standard deviations above).

Space for Recording Retest:

None

Summary Sheet (graphic representation):

Entire booklet is a profile for several standardized tests.

TITLE: PRESCHOOL AND EARLY PRIMARY SKILL SURVEY

Screening ☒Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- May help identify a child's strengths and weaknesses.
- May identify children requiring a complete evaluation.
- May aid the teacher in the determination of skills and goals needed to be taught to one or more specific children.

NORMATIVE DATA: Available in the Technical Manual, which was not available for review

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: Available in the Technical Manual, which was not available for review.

Reliability:

Validity:

REFERENCES:

Preschool and Early Primary Skill Survey - manual
student booklet

TITLE: PRESCHOOL AND EARLY PRIMARY SKILL SURVEY Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

7 Several of the pictures (line drawings) used in the test booklet are out of date or difficult to distinguish from the alternatives.

Form completion sub-scale scoring is subjective and not totaled into the Total Score and Rating.

TEST ANALYSIS**TITLE:** PROFILE OF BASIC LEARNING ABILITIESScreening ☐ Verification ☒**BIBLIOGRAPHIC INFORMATION:****Author:** Robert E. Valett, Ed.D.**Publisher:**

Consulting Psychologists Press, Inc.

577 College Avenue

Palo Alto, California 94306

Editor:**Ordering Information:****Forms:****Copyright Date:** 1966**Cost:** Specimen set - \$1.00; Manual - \$0.75; Profiles (pkg. of 25) - \$6.50;
Examiner's Kit - \$3.50.**DESCRIPTIVE INFORMATION:****Purpose:** "...to provide the psychologist with a developmental summary..."
from which he may integrate his clinical recommendations.**Age Range (CA):****MA:****Grade Level:** Preschool-Elementary**Format:** Results of various tests are consolidated into an 8-page, 5 area booklet.
Cross-references to specific tests and items are provided.**Time Required:** Not applicable**Sub-Areas:**

Motor integration & physical development

Social-Personal adaptivity

Perceptual abilities

General intellectual functioning

Language

Observational Information:

None. Related health comments are entered under physical development.

Personally Identifiable Information Required:

Child's name, address, date of birth, grade, age, nationality

School's name

Reason for referral

Examiner's name and findings or recommendations

TITLE: PRESCHOOL AND EARLY PRIMARY SKILL SURVEY

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

- Ability to discriminate a specific picture from a row of pictures.
- Ability to indicate a choice.

Disability Groups:

Manual states the PEPSS is suitable for: Slow, Disadvantaged, or Normal children. May be useful with Mild-Moderate Mentally retarded, Language delayed, Hearing impaired.

Age Range (CA):

MA:

GRADE LEVEL: Preschool-Lower Primary

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Group should not exceed 4-10 children, depending upon their level of maturity. Individual testing may be done, if desired, as with a severely cerebral palsied child, etc.

Training Needed by Examiner:

Examiner should be familiar with the survey and sample items. Examiner may be the classroom teacher.

Other Persons Required:

Teacher aides or proctors may be used to provide added assistance to the children. Number needed will vary with group size and maturity.

Materials Required: (*items not provided in kit)

None.

SCORING AND INTERPRETATION:

Procedure: Each correct answer as compared to the key or pictorial criteria is credited with one point. Scores are converted to a rating scale (hi, med., lo) or percentile or stanine rankings. Each sub-scale is scored separately.

Format:

Scoring is done on a Record & Analysis Form to provide easy accessibility of overall scoring for the group. Survey scores do not appear on this form.

Space for Recording Retest:

None, test is in a non-reusable booklet.

Summary Sheet (graphic representation):

Summary is provided for the total group via the Record and Analysis Form.

TITLE: PROFILE OF BASIC LEARNING ABILITIES

Screening ☐ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

-Aid in understanding the learning disabled child through the scatter in his test scores.

-May aid in the development of a meaningful educational program to meet the child's individual needs (IEP).

-May help determine the need for relevant educational services (adaptive physical education program, counseling, etc.).

-May determine child's strengths and weaknesses.

NORMATIVE DATA: Not applicable

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: Not applicable

Reliability:

Validity:

REFERENCES:

A Psychoeducational Profile of Basic Learning Abilities - manual
/ profile form

TITLE: PROFILE OF BASIC LEARNING ABILITIES

Screening ☐Verification ☒

ADDITIONAL INFORMATION:

The entire profile may not be used at all times, but some testing should be made in each area.

Scoring in certain areas is subjective.

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109**TEST ANALYSIS****TITLE:** PROGRAM FOR PRE-SCHOOL VISUALLY
IMPAIRED CHILDREN DEVELOPMENTAL CHECKLISTScreening ☒Verification ☐**BIBLIOGRAPHIC INFORMATION:****Author:** Rochelle Rosenthal**Publisher:****Ordering Information:**

CONNECT

1 A North Progress Avenue

Forms Harrisburg, Pennsylvania 17109

Editor:**Copyright Date:** None**Cost:** May be duplicated**DESCRIPTIVE INFORMATION:****Purpose:** To assess the visually impaired child's functioning within the normal world.**Age Range (CA):** Birth to MA: 5 years **Grade Level:****Format:** Items are divided by sub-area and by developmental age in which they occur in normal children. Child is observed or actual test situation is posed, or information is gathered by an informant.**Time Required:** Untimed**Sub-Areas:**

Gross motor

Social

Visual

Fine motor

Emotional

Perceptual

Communication

Conceptual

Self care

Observational Information:

Checklist may be used in conjunction with observation

Personally Identifiable Information Required:

Child's name, birthdate

Recorder's name

Informant's name

Visual information

Other information (relevant birth data, additional handicaps)

TITLE: PROGRAM FOR PRE-SCHOOL VISUALLY
IMPAIRED CHILDREN DEVELOPMENTAL CHECKLIST

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

Visually impaired. See Additional Information

Age Range (CA): Birth - MA:

5 years

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Informant should be familiar with the child's habitual performance. Recorder should be familiar with items and specific item order for expedient administration or directed interview.

Other Persons Required:

Informant

Materials Required: (*items not provided in kit)

If actual test situations are posed, the materials required are usually available in any nursery or pre-school or home of a young child.

SCORING AND INTERPRETATION:

Procedure: Each item is checked if the child does or has done it habitually in the past. A Developmental Age is determined by the age of the last items passed.

Format:

Checklist

Space for Recording Retest:

Space for pre-test, interim and post-testing.

Summary Sheet (graphic representation):

Face sheet contains a score summary for each sub-area developmental age for each of the three testings.

TITLE: PROGRAM FOR PRE-SCHOOL VISUALLY
IMPAIRED CHILDREN DEVELOPMENTAL CHECKLIST

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-Items are in sequential order of development; therefore, the failed items may become short term objectives.

-May aid in the determination of a child's current present levels of functioning.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: NO Data Available

Reliability:

Validity:

REFERENCES:

EHA (Title VI-B) Program for Pre-school Visually Impaired Children
Developmental Checklist

TITLE: PROGRAM FOR PRE-SCHOOL, VISUALLY
IMPAIRED CHILDREN DEVELOPMENTAL CHECKLIST

Screening ☒ , Verification ☐

ADDITIONAL INFORMATION:

This checklist was abstracted from the works of: United Cerebral Palsy, Gesell, Verna Hart, Suzanne Ramos, Smeet & Barraga.

This checklist without the vision sub-area is in wide-spread use for every type of handicap. It yields complete baseline information for all children.

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109**TEST ANALYSIS****TITLE:** PSYCHOEDUCATIONAL EVALUATION OF THE
PRESCHOOL CHILDScreening ☒ Verification ☐**BIBLIOGRAPHIC INFORMATION:****Author:** Eleonora Jedrysek Lillie Pope
Zelda Klapper Joseph Wortis**Publisher:**
Grune & Stratton, Inc.
111 Fifth Avenue
New York, N. Y. 10003**Ordering Information:****Editor:****Forms:****Copyright Date:** 1972**Cost:** Book - \$15.75**DESCRIPTIVE INFORMATION:****Purpose:** "...to assess the child's present functions and level of achievement in a variety of areas."**Age Range (CA):** 3-6 yrs. **MA:** 3-6 yrs. **Grade Level:** Preschool**Format:** The evaluation consists of 41 Main Items and several Probes to be used if a child is having difficulty with a specific item. All items need not be administered to all children. Items progress to a mastery level of competence required in first grade.**Time Required:**

Untimed

Sub-Areas: (See Additional Information)

Physical functioning and sensory status

Perceptual functioning

Comprehension in learning for short-term retention

Observational Information:

Child's behavior and process of performing a task should be observed carefully. All pertinent behaviors which would facilitate or impede learning should be noted on the record form.

Personally Identifiable Information Required:

It is not necessary to use a formal record form.

TITLE: PSYCHOEDUCATIONAL EVALUATION OF
THE PRESCHOOL CHILD

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Developmental level adequate for age.

Disability Groups:

Difficult to test children e.g., Emotionally disturbed, Behavior problems.

Age Range (CA): 3-6 yrs. MA: 3-6 yrs.

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be flexible and able to keep child in control and motivated. Should be thoroughly familiar with items, Probes sequences and materials.

Other Persons Required:

Parent may accompany a child into the examination room if he is hesitant to separate.

Materials Required: (*items not provided in kit) (See Additional Information)

- | | |
|----------------|--------------------|
| * Chalk | * Flashlight |
| * Chalkboard | * Drinking straw |
| * Paper | * Pointer stick |
| * Crayon | * 4 Pill bottles |
| * Pegboard | * Salt |
| * Pegs | * Rice |
| * Toy car | * 6 Paper clips |
| * Ball | * Picture cards |
| * Doll | * Cardboard shield |
| * Small animal | * Match sticks |

SCORING AND INTERPRETATION:

Procedure:

A plus is marked for correct response, a minus for incorrect response. Comments and teaching suggestions are noted upon completion of the evaluation.

Format:

Record form may vary in accordance with individual local needs.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

A case study should be written to summarize the evaluation results and recommended teaching techniques and methods that may be useful to the classroom teacher.

TITLE: PSYCHOEDUCATIONAL EVALUATION OF
THE PRESCHOOL CHILD

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- May indicate possible methods and techniques useful to teach the child.
- May indicate areas in need of further evaluation or programming.
- May indicate a child's ability to learn under standardized conditions.
- May aid in the determination of a child's present levels for creation of an IEP.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Psychoeducational Evaluation of the Preschool Child: A Manual Utilizing the Haeussermann Approach

TITLE: PSYCHOEDUCATIONAL EVALUATION OF
THE PRESCHOOL CHILD

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Sub-areas: (continued)

Language comprehension
Cognitive functioning

Materials: (continued)

- * 8 Blocks
- * Brush
- * Comb
- * Shoe
- * Spoon
- * 3 Paper cups
- * 30 Pennies
- * 2 Teaspoons
- * Doll spoon
- * 2 Tablespoons
- * Pencil
- * Book

This evaluation instrument is a companion document to *Developmental Potential of Preschool Children* by Else Haeussermann (Grune & Stratton).

TEST ANALYSIS**TITLE:** PSYCHOEDUCATIONAL INVENTORY OF BASIC SKILLS Screening ☒ Verification ☐
AND PERSONAL DEVELOPMENT**BIBLIOGRAPHIC INFORMATION:****Author:** Franklin E. French**Publisher:**
Mafex Associates, Inc.90 Cherry Street
Johnstown, Pennsylvania 15902**Editor:****Ordering Information:****Forms:****Copyright Date:** 1970**Cost:** Specimen Set - \$2.50; Test package - \$2.50; Technical manual - \$2.50**DESCRIPTIVE INFORMATION:****Purpose:**

"...provides a method of organizing skills and abilities that are normally acquired in infancy and early childhood."

Age Range (CA): **MA:** **Grade Level:**

No age or level specified.

Format:

Child is observed as to whether certain skills are in his repertoire. Checklist contains 197 skills to be assessed; all skills are not necessarily observed in any one child.

Time Required:

Untimed

Sub-Areas:Social-emotional development
Sensory discrimination
Gross motor developmentVisual-motor coordination
Perceptual integration
Academic skills
Self-care**Observational Information:**

Entire instrument is an observation of a child's usual behavior and skills.

Personally Identifiable Information Required:Child's name, age
Evaluator's name, school
Date of test

TITLE: PSYCHOEDUCATIONAL INVENTORY OF BASIC SKILLS AND PERSONAL DEVELOPMENT Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:**Prerequisite Skills:**

None

Disability Groups:

Severe Mental retardation, Brain damage, Childhood Schizophrenia, Severe Language disorder, Infantile Autism, Gross Sensory defects (Deafness, Blindness),

Age Range (CA):**MA:**

No age or level specified

ADMINISTRATIVE CONSIDERATIONS:**Group or Individual:** Individual**Training Needed by Examiner:**

No special training is required. Good observation skills are necessary.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

None, those materials required for the PIBSPD would usually be found in a program for preschool children or in the child's home.

SCORING AND INTERPRETATION:

Procedure: Check all behaviors present in the manual. Shade on the chart all items checked and passed according to observation. Shade all items pertaining to gross disabilities that would prevent the child from learning the skill.

Format:

Basic Skills Chart is the recording form. Its layout is circular with the names and numbers of the subareas and the numbers of the corresponding items for each specific area.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

Basic Skills Chart

TITLE: PSYCHOEDUCATIONAL INVENTORY OF BASIC SKILLS
AND PERSONAL DEVELOPMENT

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- Little interpretation required for parents or para professionals.
- May be used in parent conferences as a chart to demonstrate what skills the child knows.
- Aids in the identification of specific learning needs of children that do not fit the normal learning pattern.
- May be used as a guide to planning appropriate developmental or remedial activities.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available (technical manual not available for review)

Reliability:

Validity:

REFERENCES:

Psychoeducational Inventory of Basic Skills and Personal Development
Basic Skills Chart

TITLE: PSYCHOEDUCATIONAL INVENTORY OF BASIC SKILLS AND PERSONAL DEVELOPMENT Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Manual states that, "Tasks may be modified or comparable tasks used, when appropriate."

TEST ANALYSIS

TITLE: PUPIL RATING SCALE

Screening ☒ Verification ☐**BIBLIOGRAPHIC INFORMATION:**

Author: Helmer R. Myklebust, Ed.D.

Publisher:

Grune & Stratton

111 Fifth Avenue

New York, N. Y. 10003

Editor:

Ordering Information:

Forms:

Copyright Date: 1971

Cost: Specimen set - \$5.50; Set (manual, 50 forms) - \$9.00; Forms (pkg. of 50) - \$5.50

DESCRIPTIVE INFORMATION:

Purpose:

"...to identify children not achieving normally but have the potential to do so." To identify children with learning disabilities.

Age Range (CA):

MA:

Grade Level:

No age or level specified.

Format:

Classroom teacher observes the child during the regular classroom activities and rates him on a five point scale.

Time Required:

Untimed

Sub-Areas:

Auditory comprehension

Motor coordination

Spoken language

Personal-social behavior

Orientation

Observational Information:

Entire scale is rated by observation of the child's behaviors.

Personally Identifiable Information Required:

Child's name, address, date of birth, age

Parent's name

Teacher's name, grade, school

Date of testing

TITLE: PUPIL RATING SCALE

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

All, especially Mentally retarded, Learning disabled

Age Range (CA):

MA:

No age or level specified

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individually scored; observation is done within the context of the classroom.

Training Needed by Examiner:

Rater is the regular classroom teacher; should be familiar with the manual, the rating scale and the child's usual behaviors.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

None

SCORING AND INTERPRETATION:

Procedure: Each item is rated on a 5-point scale, 3 being average, 1 being well below and 5 well above. Circle corresponding number of statement which best describes the child's behavior. Add the totals for each area for a total score which indicates normal learning abilities - 90 or above, or learning disabilities - 89 or below.

Format:

Scoring is done on the rating sheet.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

Summary of scores is on the front cover sheet of the PRS.

TITLE: PUPIL RATING SCALE

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- Should identify children with learning disabilities.
- May indicate which areas should be further evaluated.

NORMATIVE DATA:

Sample Size: 2176

Population Descriptors Used:

- Third and fourth graders
- Four suburban school systems
- All socioeconomic groups

TECHNICAL ASPECTS:

Reliability: No Data Available

Validity:

In comparison with various other instruments used to identify learning disabled children, the PRS was found not only to identify these children accurately but also to indicate the severity of the problem. Close agreement between the PRS and results from intensive diagnostic evaluations.

REFERENCES:

Pupil Rating Scale: Screening for Learning Disabilities - manual
scale

TITLE: PUPIL RATING SCALE

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109**TEST ANALYSIS****TITLE:** PUPIL RECORD OF EDUCATIONAL BEHAVIORScreening ☒Verification ☐**BIBLIOGRAPHIC INFORMATION:****Author:** Ruth Cheves, M.S. Ed.**Publisher:**Teaching Resources
100 Boylston Street
Boston, Massachusetts 02116**Editor:****Ordering Information:**

Forms: Available in Spanish

Copyright Date: 1971**Cost:** Complete kit - \$59.00; Pupil record booklets (pkg. of 15) - \$6.95;
Spanish edition, complete kit - \$68.00**DESCRIPTIVE INFORMATION:****Purpose:**

To determine a child's individual pattern of functioning and determine his proficiency in various skills.

Age Range (CA):**MA:****Grade Level:** Preschool-Low intermediate**Format:**

Child is asked to manipulate materials, perform motor tasks and answer questions. Child is allowed as much time as he needs until the task is completed, or he gives up.

Time Required:

Approximately 30-75 minutes in 1-2 sessions for preschoolers.

Sub-Areas:

Visual-motor perception

Mathematical concepts

Auditory perception

Language development

Observational Information:

Child is carefully observed during the performance of each item. Comments may be listed for each item. General overall observations of child's distractability, perseverence, etc. are entered on the back pages of the PREB booklet.

Personally Identifiable Information Required:

Child's name, grade level

Instructor's name

Date

TITLE: PUPIL RECORD OF EDUCATIONAL BEHAVIOR

Screening ☒Verification ☐

EXAMINEE APPROPRIATENESS: -

Prerequisite Skills:

- Ability to speak understandably
- Ability to manipulate materials freely

Disability Groups:

Mentally retarded, Learning disabled

Age Range (CA):

MA:

GRADE LEVEL: Preschool-Low intermediate

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual:

Individual

Training Needed by Examiner: Examiner should be thoroughly familiar with the test procedure and item administration. Any educationally oriented person may administer the PREB, i.e., teacher, ancillary personnel, diagnostic specialist, psychologist.

Other Persons Required:

None

Materials Required: (*items not provided in kit) See Additional Information

- | | |
|--|--|
| 8 Geometric form cards | Ditto masters - 1 ea. square, circle, dog |
| 18 Color form cards | |
| 4 Puzzles | Card with hole |
| 4 Peg design patterns | * 6 Large crayons - red, blue, yellow, green, orange, purple |
| 8 Block design patterns | * 10" Playground ball |
| 12 Incomplete picture cards | * 12 5x7" pieces white construction paper |
| 6" Pointed scissors | * 5 5x5" pieces white construction paper |
| 6" Wooden peg board | * 2 8x11" pieces white construction paper |
| 99 Colored 1" wood blocks:
(10 green, 4 red, 4 yellow,
3 purple, 4 blue, 7 orange) | * 7 Pieces primary writing paper |

SCORING AND INTERPRETATION:

Procedure:

All responses are either marked with a check or written as accurately as possible in the record booklet. The PREB yields no score.

Format:

PREB record booklet provides adequate space for scoring each item with comments.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

None

TITLE: PUPIL RECORD OF EDUCATIONAL BEHAVIOR

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- Will provide information for individual program development.
- May provide the program implementor with information about the child's learning modalities.
- Provides a record of the child's functioning abilities that may be used in parent-teacher conferences.

NORMATIVE DATA: The PREB is not and will not be standardized.

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Pupil Record of Educational Behavior - manual
record booklet
materials

TITLE: PUPIL RECORD OF EDUCATIONAL BEHAVIOR

Screening ☒Verification ☐

ADDITIONAL INFORMATION:

Materials (continued)

- Picture chart
- 6 Consonant picture cards
- 6 Letter cards
- 12 Rhyming cards
- Whistle
- 24 Letter cards
- 4 Sequence picture cards
- 6 Word list cards
- Word list holder
- * 2 Lined pieces of paper
- 12 Configuration cards
- 12 Numeral cards
- 16 Number word cards
- * Pencil
- * 1 ea. Penny, nickel, dime, quarter, dollar bill
- * Computation problems on primary writing paper

If a task is too difficult for a child, e.g., color naming, then the child is asked to match colors. If still too difficult, then child is to identify colors. This is done for all cognitive items - colors, shapes, numbers, letters.

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109**TEST ANALYSIS**TITLE: QUICK TESTScreening ☒Verification ☐**BIBLIOGRAPHIC INFORMATION:**Author: R. B. Ammons
C. H. AmmonsPublisher:
Psychological Test Specialist
Box 1441
Missoula, Montana 59801

Ordering Information:

Editor:

Forms: Form 1, 2, 3

Copyright Date: 1962

Cost: Tester's set - \$16.00; Manual - \$5.00; Record sheet (pkg. of 100) - \$10.00;
Plates - \$4.00; Instruction cardboard - \$0.80; Item cardboard - \$0.70**DESCRIPTIVE INFORMATION:****Purpose:**

"...designed for quick screening of verbal-perceptual intelligence in practical situations."

Age Range (CA): 2 yr. MA:
Adult

Grade Level:

Format:Child is presented with a picture plate with four different pictures.
Child is asked to identify the picture which best illustrates the word the examiner says.**Time Required:**

3 - 10 minutes

Sub-Areas:

None

Observational Information:

Observations are to be included on the record sheet under Notes.

Personally Identifiable Information Required:

Standard information

TITLE: QUICK TEST

Screening ☒Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Ability to indicate a 'yes' or 'no' response.

Disability Groups:

Emotional or Behavior problems, Severely Physically handicapped, Hearing impaired, Mentally Retarded, Aphasic, Speech impaired.

Age Range (CA): 2 yr. - MA:

Adult

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: May be administered by persons familiar with the test materials, objectives and scoring and observed several testing situations. Must be able to eliminate guessing from the response.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

Picture plates

Item cardboard - older persons

SCORING AND INTERPRETATION:

Procedure: Each correctly identified item/picture is marked plus, incorrect - minus. Scores are totaled and may be converted to an MA, IQ or percentile ranking.

Format: Record sheet has each stimulus word and the correct number of the picture it corresponds to. The difficulty or grade level of each word is indicated.

Space for Recording Retest: Each record form may be used to administer one test of each of the three forms available.

Summary Sheet (graphic representation):

None

TITLE: QUICK TEST

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- May be used as a screening device for handicapped children to determine which children need referral for a diagnostic evaluation for reasons concomitant to their physical or sensoral handicap.
- May be used to help gain rapport before full psychological testing.
- May be used for longitudinal studies of a child's intellectual growth.
- May be used in mass screening efforts.

NORMATIVE DATA:

Sample Size: 450 children and adults; 23 persons at each age or grade level from 2 yrs. - 12th grade.

Population Descriptors Used:

- Age
- Sex
- Educational level
- Father's occupational level (own or husband's for adults)

TECHNICAL ASPECTS: Additional studies on this subject are quoted in the manual and reprints.

Reliability: With 69 preschool age children mean interform reliability was .78. predicted 2 form was .87 and predicted 3 form was .92.

Validity:

Comparing the QT with the Full Range Picture Vocabulary Test, the following correlations were made: Form 1, .76; Form 2, .77; Form 3, .62; Form 1, 2, 3, .79. Items have a high face validity.

REFERENCES:

- "The Quick Test: provisional manual" - Psychological Reports, 1962
- "A Rapid Screening Test for Intelligence in Children" - reprint from American Journal of Diseases of Children, Vol. 109, 1965.

TITLE: QUICK TEST

Screening ☒Verification ☐

ADDITIONAL INFORMATION:

The Quick Test and the Full Range Picture Vocabulary Test may be used interchangeably.

Standard error of measurement: for 1 form 2.45; 2 forms, 3.66; 3 forms combined, 4.61.

MAS below 2.5 should be interpreted cautiously.

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

TEST ANALYSIS

TITLE: RECEPTIVE-EXPRESSIVE EMERGENT LANGUAGE SCALE Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Kenneth R. Bzoch
Richard League

Publisher:

Ahinga Press
Route 2, Box 51
Tallahassee, Florida 32301

Ordering Information:**Editor:****Forms:**

Copyright Date: 1971

Cost: Kit - \$15.50; Handbook - \$9.75; Scale forms (pkg. of 25) - \$6.75

DESCRIPTIVE INFORMATION:**Purpose:**

To determine a young child's developmental level in both receptive and expressive language abilities.

Age Range (CA): 0-3 yrs. MA: Grade Level:

Format: Parent or surrogate is asked broad questions about the child's language abilities. All items have been simplified to be more understandable to parents. Includes items related to auditory perception association, recall and auditory-motor learning.

Time Required:

Untimed

Sub-Areas:

Expressive language
Receptive language

Observational Information:

The child is directly observed, only if there is some question with the responses given by the informant. Notes about the child's clinical history, language disorders, etc., may be made in the response booklet.

Personally Identifiable Information Required:

Child's name, address, date of birth, chronological age, telephone number

Father's name, occupation

Mother's name, occupation

Siblings and brother's names and ages

Informant's relationship to child

TITLE: RECEPTIVE-EXPRESSIVE EMERGENT LANGUAGE SCALE Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

All

Age Range (CA): 0-3 yrs. MA:

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

- Training Needed by Examiner:

Examiner should be thoroughly familiar with the REEL items. Should be able to conduct a non-directed interview with ease.

- Other Persons Required:

An informant, a person thoroughly familiar with the child's language behavior, is needed to complete the REEL.

Materials Required: (*items not provided in kit)

None

SCORING AND INTERPRETATION:

Procedure: A plus is given all items passed; a minus for each failed; a plus/minus for partially exhibited behavior. A plus/minus is given full credit if the other items for the age group are plus or if the items in the next age level are scored a plus; in other cases, it equals a minus. (See Additional Information)

Format:

Each booklet includes the REEL scale, divided into age levels, 1, 2, or 3-month intervals. Receptive language items are on the left, expressive items on the right.

Space for Recording Retest;

None

Summary Sheet (graphic representation):

None.

TITLE: RECEPTIVE-EXPRESSIVE EMERGENT LANGUAGE SCALE Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May provide information as to whether the child's language development is within normal limits.

-May provide information as to discrepancies between a child's receptive and expressive language development.

-May indicate the need for an actual evaluation of the child's speech and/or language.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS:

Reliability: With 28 normal infants, tested by inexperienced graduate students, test/retest reliability between different administrators was .90 to 1.00, and after a three week interval between testings, a correlation of .71 for the Language Quotient was obtained.

Validity:

A longitudinal study of 50 normal infants from linguistically enriched environments was conducted. After a 2-3 year period of monthly testing, all infants were found to achieve mean average scores for Receptive, Expressive and Combined Language Ages at or above their CA.

REFERENCES:

Assessing Language Skills in Infancy: a handbook for the multidimensional analysis of emergent language.

The Bzoch-League Receptive-Expressive Emergent Language Scale for the Measurement of Language Skills in Infancy.

TITLE: RECEPTIVE-EXPRESSIVE EMERGENT LANGUAGE SCALE Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Scoring procedure (continued)

An RLA (Receptive Language Age), an ELA (Expressive Language Age), a CLA (Combined Language Age), an RQ (Receptive Quotient), EQ (Expressive Quotient) and an LQ (Language/Combined Quotient) are derived.

There are only three items each for expressive and receptive language per age level (one month until one year, then 2 months until 2 years, and three months until 3 years). Due to the number of items per level, the REEL can only be effective as a very gross screening instrument.

TEST ANALYSIS**TITLE:** SCALE OF EFFECTIVENESS MOTIVATIONScreening ☒ Verification ☐**BIBLIOGRAPHIC INFORMATION:****Author:** D. H. Stott, Ph.D.
J. D. Sharp, Ph.D.**Publisher:****Ordering Information:**Dr. D. H. Stott
University of Guelph
Guelph, Ontario, Canada**Editor:****Forms:****Copyright Date:** 1973**Cost:** unknown**DESCRIPTIVE INFORMATION:****Purpose:**

"...to assess the strength of a young child's effectiveness motivation..."

Age Range (CA): 3-5 yrs. **MA:****Grade Level:****Format:**

Teacher is to observe the child's behavior and choose the most descriptive statement of that behavior. There are 11 areas with 9 alternative each.

Time Required: Untimed**Sub-Areas:**

None

Observational Information:

The scale is totally observational.

Personally Identifiable Information Required:

Child's name, sex, date of birth

Date of recording

Teacher's name

School's name

TITLE: SCALE OF EFFECTIVENESS MOTIVATION

Screening ☒Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

Socially-Emotionally Disturbed, Underachiever, Behavior problems

Age Range (CA): 3-5 yrs. MA:

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:

Good observation skills

Other Persons Required:

None

Materials Required: (*items not provided in kit)

None

SCORING AND INTERPRETATION:

Check the sentence descriptor which best describes the child's Procedure: behavior. Circle the digit to the right of the answer sheet on the record form. Add highest single scores for each area for an E score. There are ways of computing scores for autistic children oblivious to consequence which would naturally lower the E score.

Format:

Scoring form is divided into sections for each area. Scoring numbers are in columns for easy transfer from scale to form.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

None

TITLE: SCALE OF EFFECTIVENESS MOTIVATION

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- To help place the child in the correct educational program.
- May identify young children who are potential underachievers.
- May aid in putting the autistic child and the child not conscious of consequence in the perspective of their internal motivation to meet inner needs.

NORMATIVE DATA:

Sample Size: 126 (65 boys, 61 girls)

Population Descriptors Used:

Enrolled in one of five state nursery schools
Aged between four and five years

TECHNICAL ASPECTS:

Reliability: Scores in all eleven areas correlated positively with the scores for the remaining ten areas, mean correlations for males .61, for females .67 and combined .64. The lowest correlation with the whole were Activities Involving Noise, and Helping Others.

Validity:

The scale scores correlate with the Caldwell Pre-School Inventory (achievement and receptive vocabulary) and the British adaptation of the Peabody Picture Vocabulary Test.

REFERENCES:

Scale of Effectiveness-Motivation -test form
scoring form

"Effectiveness-Motivation in Pre-School Children", Educational Research
Vol. 18 No. 2.

TITLE: SCALE OF EFFECTIVENESS MOTIVATION

Screening ☒Verification ☐

ADDITIONAL INFORMATION:

Scoring procedures are difficult to understand.

The Scale has just been published.

TEST ANALYSIS

TITLE: SCHOOL READINESS SURVEY

Screening ☒Verification ☐**BIBLIOGRAPHIC INFORMATION:**Author: F. L. Jordan.
James MasseyPublisher:
Consulting Psychologists Press
577 College Avenue
Palo Alto, California 94306

Ordering Information:

Editor:

Forms:

Copyright Date: 1967

Cost: Specimen set - \$1.00; Manual - \$0.75; Surveys (pkg. of 25) - \$12.50

DESCRIPTIVE INFORMATION:**Purpose:**

"...designed to appraise skills that are known to be related to adequate functioning in the school setting."

Age Range (CA): 4-6 yrs. MA:

Grade Level: Preschool

Format:

Parent presents the card with various tasks. May be administered with or without direct supervision by the school.

Time Required:

Untimed

Sub-Areas:

Number concepts

Speaking vocabulary

Discrimination of form

Listening vocabulary

Color naming

General information

Symbol matching

Observational Information:

A General Readiness Checklist is to be filled out by the parents, but is not part of the total score.

Personally Identifiable Information Required:

Standard information

TITLE: SCHOOL READINESS SURVEY

Screening ☒Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

All Mildly impaired

Age Range (CA): 4-6 yrs. MA:

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:

Examiner/Parent should be familiar with the directions and format.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

* Paper marker

SCORING AND INTERPRETATION:

Procedure: Scoring criterion is given for individual sub-areas after that specific test. All points are totaled and compared to the scale to determine the child's degree of readiness.

Format:

Scoring is done in the survey booklet on the page that faces the parent. Markings are to be made so the child cannot discern whether the answer was correct or incorrect.

Space for Recording Retest:

Survey is in a non-reusable booklet.

Summary Sheet (graphic representation):

Scores are summarized on the scoring guide - general ranges for readiness, borderline readiness and not ready are provided.

TITLE: SCHOOL READINESS SURVEY

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- May make the parent aware of the need to help the child develop skills in the home.
- Provides school superintendents with an idea of which children need evaluations immediately for possible special class placement.
- May be used as a pre- and post-test in special preschool programs (e.g. Head Start).

NORMATIVE DATA: Restandardized in 1975

Sample Size: 383.

Population Descriptors Used:

20 elementary schools
Santa Clara and San Mateo Counties, California

TECHNICAL ASPECTS:

Reliability: Test/Retest Reliability with 32 children administered the survey by trained teachers was .79. For 20 children whose parents administered the survey once and teacher readministered it 4 months later, the correlation was .64.

Validity:

The standardization population had the survey administered to them by their parents in May. The next May, teacher's rated the children on a 5-point scale, ratings correlated .62.

REFERENCES:

School Readiness Survey - professional manual
survey

TITLE: SCHOOL READINESS SURVEY

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Instructions to administer the survey are easily understood.

Ideas for a home remediation program appear in the Survey to enable the parent assessing the child in the spring to work upon similar activities to the survey during the summer to encourage growth.

Some of the pictures are difficult to determine and may be difficult for a disadvantaged child to identify (e.g. binoculars).

The manual has not been revised since 1967 to make parents aware that no child may be excluded from a free public education.

TEST ANALYSIS**TITLE:** SEQUENCED INVENTORY OF COMMUNICATION
DEVELOPMENTScreening ☐ Verification ☒**BIBLIOGRAPHIC INFORMATION:****Author:** Annette R. Tobin
Dona Lea Hedrick
Elizabeth M. Prather**Publisher:**
University of Washington Press
Seattle
Washington 98105**Ordering Information:****Editor:****Forms:****Copyright Date:** 1975**Cost:** Test kit - \$95.00; Manual - \$8.50; Receptive or Expressive test booklets
(pkg. of 50) - \$7.50 each**DESCRIPTIVE INFORMATION:****Purpose:**

To evaluate the communication abilities of children

Age Range (CA): 4 mos. - MA:
4 years**Grade Level:****Format:**

Child is asked to respond physically and verbally to an examiner's questions. Number of questions is limited to the child's critical level for his chronological and mental ages.

Time Required:

Approximately one hour

Sub-Areas:Expressive language
Receptive language**Observational Information:****Personally Identifiable Information Required:**

Record form was not available for review.

**TITLE: SEQUENCED INVENTORY OF COMMUNICATION
DEVELOPMENT**

 Screening ☐ Verification ☒
EXAMINEE APPROPRIATENESS:
Prerequisite Skills:

None

Disability Groups:

All. Originally designed for normal and mentally retarded children.

Age Range (CA): 4 mos. - MA:

4 years

ADMINISTRATIVE CONSIDERATIONS:
Group or Individual:

Individual

Training Needed by Examiner: Examiner should give at least five practice tests before administering the test for scoring purposes. Examiner should be thoroughly familiar and comfortable with the administration and scoring procedures.

Other Persons Required: A recorder to record performance results is in the standardization of the SICD as is one parent, who may provide information for parent report items. (See Additional Information)

Materials Required: (*items not provided in kit)

Teddy bear	Puppet	Large block
Rattle	Toy Chair	Large piece of cardboard
Cellophane	Key	Toy dog
Quiet Toy	Tree	Circles - hard & soft
Cup	2 Open boxes	Triangles - hard & soft
10 Plastic spoons	Socks	Squares - hard & soft
Shoe	20 Chips	Balloon
Balls - 1 lg. & 1 sm.	6 Blocks - orange,	
6 Small cars	green, purple,	
Doll	yellow, red, blue	
Paper	3 Bells - lg., med.,	
	sm.	

SCORING AND INTERPRETATION:

Procedure: Circle appropriate answer to the item as child or parent responds, 'Yes' or 'No'. The manual must be consulted for point values for each item. A ceiling and a basal are established. An RCA (receptive) and an ECA (expressive) are computed.

Format: Record sheet is divided into each sub-area and its components. Items appropriate to that specific component are listed, age levels in four month intervals correspond to appropriate items.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

Record form is considered to be a profile of a child's communication abilities.

TEST ANALYSIS

TITLE: SEQUENCED INVENTORY OF COMMUNICATION
DEVELOPMENT

Screening ☐ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

- Items are sequenced so that failure of an item indicates a remediation program.
- May aid with the determination of a hierarchy of therapeutic goals for a child.

NORMATIVE DATA:

Sample Size: 252 children - 21 at each 4-month interval (1 year; 1 year, 4 mos.; 1 year, 8 mos.; 2 years, etc.)

Population Descriptors Used:

Equal number in each age group in three social classes as determined by the authors and Myers and Bean's *Two Factor Index of Social Position*.

Caucasian

Sex ratios were not rigidly controlled

Excluded children with handicaps or relating problems

TECHNICAL ASPECTS:

Interscorer Reliability - 16 children randomly selected, 2-3 at 4, 12, 20, 28, 36, and 44 months were tested and simultaneously scored by two examiners; percent of agreement ranged from .90 to 1.00. Test/Retest Reliability - randomly selected from the 8, 16, 24, 32, 40, 48-month age levels. Retested one week after the initial testing; percent of agreement ranged from .88 to .986.

Validity:

Test items were taken from standardized measures (Gesell, DDST, ITPA, etc.). Items were all placed at the age level where 75% of the children in the preliminary study passed. Comparing the PPVT to the Receptive Communication Age (RCA) and the Expressive Communication Age (ECA) shows correlations of .8097 and .7553 respectively. The ECA correlates with the Mean Length of Response and the Structural Complexity Score, at same level as the PPVT, .7613 and .7444 respectively.

REFERENCES:

Sequenced Inventory of Communication Development - manual

TEST ANALYSIS

TITLE: SEQUENCED INVENTORY OF COMMUNICATION
DEVELOPMENTScreening ☐ Verification ☒

ADDITIONAL INFORMATION:

Materials: (continued)

Pictures of: bus, soap, ball, baby, cake, table, dog, monkey, book, stove,
shoe, pipe, cars, dogs, cats, boy

* Story Book, "The Wonders of the Seasons"

* Tape Recorder

- Specific instructions about scoring exceptions and difficulties are detailed.

"Excluding the 4-month and 48-month group which were not as free to vary because of test base and ceiling, the largest discrepancy between chronological age and communication age is 1.71 months for RCA at the 36-month level and for ECA at the 40-44-month level. The standard deviations range from 1.41 to 6.87 months and averaged 4.04 months, the equivalent of one age level. These results mean that among the normative sample of children most scored from -1 to +1 age level from their chronological age."

Supplementary testing can be included with SICD. During the standardization study both the PPVT (Peabody Picture Vocabulary Test) and the PAT (Photo Articulation Test) were administered.

TEST ANALYSIS

TITLE: SLOSSON DRAWING COORDINATION TEST

Screening ☒Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Richard L. Slosson

Publisher:

Slosson Educational Publications, Inc.

140 Pine Street

East Aurora, New York 14052

Editor:

Ordering Information:

Forms:

Copyright Date: 1967

Cost: Kit - \$7.50

DESCRIPTIVE INFORMATION:

Purpose:

"...designed to identify individuals with various forms of brain dysfunction or perceptual disorders where eye-hand coordination is involved."

Age Range (CA): 1 yr. - MA: Grade Level:

Adult

Format:

Child is told to copy each geometric form three times. Child is to copy as many forms as his age (e.g. 3-year old child, copies forms 1, 2, and 3).

Time Required:

Approximately 10-15 minutes

Sub-Areas:

None

Observational Information:

None

Personally Identifiable Information Required:

Child's name, address, age, glasses worn

School, grade

Examiner's name

Date of testing

TITLE: SLOSSON DRAWING COORDINATION TEST

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Ability to hold a crayon or pencil functionally.

Disability Groups:

All

Age Range (CA): 1 yr. - MA:

Adult

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual:

Either

Training Needed by Examiner: Examiner requires no additional training but should be thoroughly familiar with the scoring criteria. Examiner may be used by professionals dealing with problems of education, teaching, guidance, and counseling.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

None

SCORING AND INTERPRETATION:

Procedure: Each drawing is compared to the scoring criteria in the manual. The number of errors is totaled (1 error per drawing attempt) and compared to the Accuracy Score chart for a final score.

Format:

Scoring is done on the test sheet. Criteria are provided in the manual.

Space for Recording Retest:

None

Summary Sheet (graphic representation)

None

TITLE: SLOSSON DRAWING COORDINATION TEST

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May indicate a need for an in-depth evaluation (neurological, psychological, psychiatric).

-May identify subtle eye-hand coordination-perception problems (minimal cerebral palsy).

NORMATIVE DATA:

Sample Size:

Not stated

Population Descriptors Used:

New York State

Urban/rural

Black, white, American Indian

Nursery school, well child conference, public, private, parochial schools

TECHNICAL ASPECTS:

Reliability: Test/retest reliability with 200 persons, aged 4-52 yrs., with 27% having IQ's lower than 85 on the Stanford-Binet was .96. Average difference between testing was 3.3.

Validity:

Norms have been previously determined for each form to be copied by Gesell and others or through the author's own studies.

REFERENCES:

Slosson Drawing Coordination Test - manual
scoresheet

TITLE: SLOSSON DRAWING COORDINATION TEST

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Cautions the examiner about testing young children.

A cut-off score of 85% was established which means that a 1 or 2-year old child can make no errors, 3-4 years can make one and 5-6 years - two, in order to attain the 85% correct.

Examples of scoring criteria are provided in narrative and picture form.

The case study provided in the manual may help a professional be more sensitive to the parent and child with a handicap.

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

TEST ANALYSIS

TITLE: SLOSSON INTELLIGENCE TEST

Screening ☒ Verification ☐**BIBLIOGRAPHIC INFORMATION:**

Author: Richard L. Slosson

Publisher:

Slosson Educational Publications, Inc.

P. O. Box 280

East Aurora, New York 14052

Editor:

Ordering Information:

Forms:

Copyright Date: 1963

Cost: Kit - \$7.50

DESCRIPTIVE INFORMATION:

Purpose:

To provide quick screening of a child or adult's intellectual functioning.

Age Range (CA): Infant - MA:

Grade Level:

Adult

Format:

Child must verbally answer the examiner's questions. A basal and a ceiling age are determined. There is one question per age level. Age is divided into one month intervals until 5 years and 2 month intervals until 27 years.

Time Required:

Untimed, usually from 10-15 minutes for an average person and 20-30 minutes for a slow or timid person.

Sub-Areas:

None

Observational Information:

Examiner should observe the child's outward behavior attitude, speed, speech, posture, emotional tone, facial expression, mannerisms, bizzare behavior.

Personally Identifiable Information Required:

Child's name, address, date of birth, present grade

School's name

Examiner's name

Date of testing

TITLE: SLOSSON INTELLIGENCE TEST

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Adequate and clear speech

Disability Groups:

All. Special precautions for testing the following groups is provided: Visually impaired, Hearing impaired, Language handicapped, Organic Brain damage, Emotionally disturbed, Reading handicapped, Deprived.

Age Range (CA): Infant - MA

Adult

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:

Examiner should be familiar with the items and scoring procedures. Examiner may be classroom teacher, principal, psychometrist, psychologist, guidance counselor, social worker, or school nurse.

Other Persons Required:

When testing an infant, the parent is required, for slightly older children, the parent may be present, if necessary. A good observer will take this opportunity to evaluate the parent/child relationship.

Materials Required: (*items not provided in kit)

- * Blocks (1" square) or spools (same size)
- * Rubber ball - small
- * Rattle
- * Spoon
- * Tin cup
- * Several small toys

SCORING AND INTERPRETATION:

Procedure: Score plus for pass, minus for fail in front of each item. A basal and a ceiling age (10 consecutive correct or incorrect answers) is determined. Count number of correct answers above basal and give appropriate credit in months. This MA may be converted to a deviation IQ.

Format:

Yellow scoresheet is provided for each testing. Each item is coded for years and months. All items are in columns directly related to the amount of credit per item. Back of scoresheet is to be used for copying and drawing items.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

None

TITLE: SLOSSON INTELLIGENCE TEST

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May indicate a need for more precise and indepth evaluation.

-May indicate a child's strengths and weaknesses through analysis of scatter.

-May help parents understand the child's cognitive needs.

NORMATIVE DATA:

Sample Size: Not stated

Population Descriptors Used:

Urban and rural areas

New York State

White, black, American Indian

Children ranged from being mentally retarded to being mentally gifted.

TECHNICAL ASPECTS: Standard error of measurement is 4.3.

Reliability: Test/retest - 2 months apart for 139 persons, age 4-50 years was .97. Items for the infant portion of the scale were taken or adapted from the Gesell Developmental Schedules.

Validity:

Concurrent validity is indicated by the high correlations with the Stanford-Binet, Form L-M. When 141 persons were independently tested with the SIT and the Stanford-Binet, the average difference of scores received was 6.1.

REFERENCES:

Slosson Intelligence Test - manual
scoresheet

TITLE: SLOSSON INTELLIGENCE TEST

Screening ☒Verification ☐

ADDITIONAL INFORMATION:

Adapted many items from the Stanford-Binet Form L-M.

Manual cautions examiners to the validity of scores obtained from children below four years of age, although unusually high or low scores would be useful information.

The Slosson Oral Reading Test is separate, yet included in the manual for the SIT. This may be used with older or exceptionally bright children. Word lists are graded for difficulty and type size varies with the level.

An IQ Finder is provided in the manual, accompanied by explicit directions for finding the IQ.

The Chronological Age never exceeds 16 years.

Cautions, directions and explanations are very easily understood.

There is only one question per age level, often it is divided into two parts and both must be answered correctly to get credit.

TEST ANALYSISTITLE: TEACHING RESEARCH MOTOR DEVELOPMENT SCALE Screening ☒ Verification ☐**BIBLIOGRAPHIC INFORMATION:**Author: H. D. Bud Fredericks Philip Doughty
Victor L. Baldwin L. James Walter**Publisher:**Charles C. Thomas Publisher
301-327 East Lawrence Avenue
Springfield, Illinois 62708**Ordering Information:****Editor:****Forms:**

Copyright Date: 1972

Cost: Book - \$7.00

DESCRIPTIVE INFORMATION:**Purpose:**

Designed to measure a child's motor proficiency.

Age Range (CA):

MA:

Grade Level: Preschool-High school

Format:

Child is asked to perform 41 motor tasks utilizing different body parts. Proficiency of both fine and gross motor coordination is tested. Child is given demonstrations and may even be put through the motions of the task.

Time Required:

Untimed, may be done in many short sessions

Sub-Areas:

None

Observational Information:

Scoring is accomplished in part through observation of the child performing a task. Observation of the child's behavior is not necessary for scoring the Scale.

Personally Identifiable Information Required:

Standard information

TITLE: TEACHING RESEARCH MOTOR DEVELOPMENT SCALE

Screening ☒Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Child should be ambulatory
Some gross motor coordination

Disability Groups:

Moderately - Severely Mentally retarded

Age Range (CA):

MA:

GRADE LEVEL: Preschool - High School

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual, some tasks may be performed individually in a small group.

Training Needed by Examiner: Examiner should be familiar with the test items, performance and scoring criterion. May be administered by the classroom teacher or a physical education teacher.

Other Persons Required:

None

Materials Required: (*items not provided in kit) See Additional Information

- * 2 4x4x2" plastic or wooden boxes
- * 1 4x4x5" plastic or wooden boxes
- * 1 Large spool of #20 thread
- * 20 Kitchen size wooden matches
- * 10" square target
- * Tennis ball
- * 2 6" poles on 1" bases
- * 8 1/2 x 11" white paper with 4 sets of parallel lines 1" apart
- * Mazes
- * Pencil

SCORING AND INTERPRETATION:

Procedure: Each item of the scale is scored in accordance with the specific criterion stated in the manual. Scoring methods vary from scoring within time limits to meeting criteria or not.

Format:

Score sheets provide item name, scoring information (possible scores), number of trials which may be given and time limits.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

None

TITLE: TEACHING RESEARCH MOTOR DEVELOPMENT SCALE

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- May be used to determine a child's present levels in various motor skills.
- May be used as a model for an adaptive physical education curriculum.
- May aid in measuring a child's improvement in comparison to himself (pre-post testing).

NORMATIVE DATA: The scale is not and will not be normed due to the wide variety
Sample Size: within the designated population.

Population Descriptors Used;

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

The Teaching Research Motor Development Scale for Moderately and Severely
Retarded Children

TITLE: TEACHING RESEARCH MOTOR DEVELOPMENT SCALE

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Materials (continued)

- * Concentric circles
- * Blunt pointed scissors
- * 10 Pennies
- * Tape measure
- * Tape, chalk or paint
- * 6' x 1' rubber mats with 4" diameter circles painted in the center of each
- * 4 to 5' long broom handle
- * 8 1/2 x 3" paper strips
- * 11 x 6" paper strip
- * Chinning bar
- * 5" rubber ball
- * Stopwatch or watch with a second hand
- * 10 x 10' room

Each item is divided into five sections: equipment, number of trials, directions, scoring criteria, and hints. Directions and scoring criteria are very precise and easy to follow. Pictures are provided to demonstrate further what is meant by the directions.

TEST ANALYSISTITLE: **TEMPLIN-DARLEY TESTS OF ARTICULATION**Screening ☒ Verification ☒**BIBLIOGRAPHIC INFORMATION:**Author: Mildred C. Templin, Ph.D.
Frederic L. Darley, Ph.D.Publisher: Bureau of Educational
Research & Service
Extension Division-C20 East Hall
The University of Iowa
Iowa City, Iowa 52242

Ordering Information:

Editor:

Forms: Second Edition

Copyright Date: 1960; 1969

Cost: Specimen set - \$5.75; Manual - \$4.50; Articulation test form - \$0.10;
Scoring overlays - \$0.50/set**DESCRIPTIVE INFORMATION:****Purpose:**

Designed to measure a child's articulatory proficiency through a quick screening and/or diagnostic test.

Age Range (CA): 3-8 yrs. MA:

Grade Level:

Format: Child is to say a series of words, each containing a speech sound or group of sounds in a specified position. Child is to fill in the missing word of sentence, using the picture clues. Older children may read prepared sentences. Difficult to test children may repeat words after the examiner. Diagnostic test contains 141 items.

Time Required:

Untimed

Sub-Areas:

See Additional Information

Observational Information:

Notes about any factors observed that may provide information of the cause of articulation errors should be noted under observations. Ratings of the child's speech intelligibility and a description of the testing situation should be made.

Personally Identifiable Information Required:

Child's name, age, sex

Examiner's name

Date

TITLE: TEMPLIN-DARLEY TESTS OF ARTICULATION

Screening ☒Verification ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Semi-intelligible speech

Disability Groups:

Speech impaired, Mentally retarded, Physically handicapped, Hearing impaired.

Age Range (CA): 3-8 yrs. MA:

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:

Examiner should be a trained speech clinician, thoroughly familiar with all sub-areas, facets, scoring and implications of results of this test.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

Stimulus pictures

SCORING AND INTERPRETATION:

Procedure: Each item is scored with one of the following symbols: Checkmark for correct, Phonetic symbol for sound substituted, Dash for omission, X for distortion, NE for nasal emission, NR for no response. All correct answers are totaled and score is compared to the proper norms table. Errors are analyzed as to position, type, stimulability.

Format:

Record form contains item groups and phonetic symbol for each sound or group; analysis information for each sub-test and observational information related to articulation. Overlays indicate which items belong to which sub-test.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: TEMPLIN-DARLEY TESTS OF ARTICULATION

Screening ☒ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

- May provide understanding of a child's articulation difficulties through the Analysis of Misarticulations.
- May aid in the planning of a child's speech therapy program and progress within that program.
- May aid in the determination of a teaching method by determining with what degree of success the child can produce the sound in imitation.
- Screening testing may identify children in need of an in-depth evaluation.

NORMATIVE DATA:

Sample Size: 480; 60 children per level at 3-yrs., 3½, 4, 4½, 5, 6, 7.

Population Descriptors Used:

Monolingual, normal intelligence, normal hearing
Urban
Father's occupation
Socioeconomic status

TECHNICAL ASPECTS:

Reliability: Test/Retest for the Screening Test ranged from .93 to .99 with children in single age groups between 2-5 yrs. tested eight days apart. Word and sentence tests in a single session ranged from .97 to .99.

Validity:

Correlation of the 113 item test and 50 item Screening Test with MAS were .70 and .71 respectively.

REFERENCES:

The Templin-Darley Tests of Articulation: A Manual and Discussion of Articulation Testing (2nd edition)
Articulation Test Form

TITLE: TEMPLIN-DARLEY TESTS OF ARTICULATION

Screening ☒ Verification ☒

ADDITIONAL INFORMATION:

Sub-areas (continued)

Screening test (50 items)

Grouping of consonant singles (42)

Iowa Pressure Articulation Test (43)

/r/ and /3/ cluster grouping (31)

/t/ and /n/ cluster grouping (18)

/s/ cluster grouping (17)

Miscellaneous Consonant cluster grouping (9)

Vowel grouping (11)

Diphthong grouping (6)

Pictures may not induce the proper word response from the child. The use of question and answer or fill-in the last word of the sentence as recommended in the manual will aid in expedient administration. The examiner should be aware of those pictures which will be difficult for the child to identify and be prepared to provide the stimulus word for the child to repeat.

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

TEST ANALYSIS

TITLE: TEST FOR AUDITORY COMPREHENSION OF LANGUAGE Screening ☐ Verification ☒

BIBLIOGRAPHIC INFORMATION:

Author: Elizabeth Carrow, Ph.D.

Publisher:

Learning Concepts

2501 N. Lamar

Austin, Texas 78705

Editor:

Ordering Information:

Forms: English/Spanish

Copyright Date: 1973

Cost: Kit - \$39.95 (specification must be made as to Spanish or English scoring forms).

DESCRIPTIVE INFORMATION:

Purpose: "To measure the auditory comprehension of language structure and, on the basis of the child's performance, permit assignment of the child to a developmental level of comprehension."

Age Range (CA): 3-6 yrs. MA:

Grade Level:

Format: Child is presented with 101 picture cards with 3 line drawings per card. Child is to indicate the correct picture in response to the stimulus word.

Time Required: 20 minutes.

Sub-Areas: Sub-scores are determined by Form classes and Function Words, Morphological Constructions, Grammatical Categories, Syntactic Structure. Items are not placed in sub-areas.

Observational Information:

Summary and comments section is on the face sheet

Personally Identifiable Information Required:

Child's name, date of birth, sex, grade, socio-economic status

School's name

Evaluator's name

TITLE: TEST FOR AUDITORY COMPREHENSION OF LANGUAGE Screening ☐ Verification ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

Speech impaired, Language delayed, Mentally retarded, Learning disabled, Physically handicapped.

Age Range (CA): 3-6 yrs. MA:

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: "...the examiner should hold a bachelor's degree in education psychology or sociology and have significant testing experience." Should be familiar with the test items and manual.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

Stimulus cards,

SCORING AND INTERPRETATION:

Procedure: Each correct response is given one point. The total score is the sum of these points. Total score may be converted to an age score or percentile rank equivalent. Subscores may be determined.

Format:

Response form contains stimulus, correct response, age at which 75-90% of the children pass and space for child's response

Space for Recording Retest:

Response form is non-reusable.

Summary Sheet (graphic representation)

Analysis section provides summary for each subscore response.

TEST ANALYSIS

TITLE: TEST FOR AUDITORY COMPREHENSION OF LANGUAGE Screening ☐ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

- "baseline data on these categories [linguistic subcategories] may provide an indication of the area(s) of the child's difficulty."

- "Use of subcategory scores also serves as a method for judging the change in performance on specific item groups as a result of therapy or maturation."

NORMATIVE DATA: (using only the English version)

Sample Size: 200

Population Descriptors Used:

Middle class

Ethnic group - Black, Anglo, Mexican-American

Age - 3-6 years

TECHNICAL ASPECTS:

Reliability: Test/Retest reliability for the English and Spanish versions respectively were .94 and .93. Scale 1 has the highest reliability and Scale 4 the lowest.

Validity:

Scores were shown to increase with an increase in language development. Correlation with IQ and the TACL was .80 with a group of trainable mentally retarded children.

REFERENCES:

Test for Auditory Comprehension of Language - manual
stimulus cards
response forms
(Spanish/English)

TITLE: TEST FOR AUDITORY COMPREHENSION OF LANGUAGE Screening ☒ Verification ☒

ADDITIONAL INFORMATION:

Some of the pictures are difficult to interpret (e.g. plate #93-"Find the car that is on the street." Options-car in a gas station(1); car on the sidewalk(2); and car on the road(3), Correct answer #3)

TEST ANALYSIS**TITLE:** TEST OF CONCEPT UTILIZATIONScreening ☐Verification ☒**BIBLIOGRAPHIC INFORMATION:****Author:** Richard L. Crager, Ph.D.
Ann J. Spriggs, M.A.**Publisher:**
Western Psychological Services
12031 Wilshire Boulevard
Los Angeles, California 90025**Ordering Information:****Editor:****Forms:****Copyright Date:** 1972**Cost:** Kit - \$29.50; Test plates - \$14.50; Protocol sheet (pad of 100) - \$13.50;
Scoring booklet (pkg. of 25) - \$6.50; **Manual** - \$9.50
Availability:**DESCRIPTIVE INFORMATION:****Purpose:**

Measures a child's usage and understanding of familiar concepts.

Age Range (CA): 5-18 yrs. **MA:****Grade Level:****Format:** Child is presented with 50 pairs of pictures and is to identify how each pair is alike. He is scored as to his expressive ability and his utilization of the five domains measured by the test.**Time Required:**

10-25 minutes

Sub-Areas: Domains covered:Color
ShapeRelational function
Homogenous functionAbstract function,
principle of noun class**Observational Information:**

None

Personally Identifiable Information Required:

Standard information

TEST ANALYSIS

TITLE: TEST OF CONCEPT UTILIZATION

Screening ☐Verification ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Intelligible speech.

Disability Groups:

Physically handicapped, Learning disabled, Emotionally disturbed, Mildly mentally retarded.

Age Range (CA): 5-18 yrs. MA: .

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:

Examiner should be thoroughly familiar with the scoring system.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

50 Picture plates

SCORING AND INTERPRETATION:

Procedure: Determination is made as to which concept category each response fits in and a plus or minus is scored. All pluses and minuses are totaled for a raw score which is compared to the proper norms table for T-score and percentile ranking.

Format: Child's response for each item is written on the protocol sheet after the response. After the test session, decisions are made as to the quality and category of each response which is then recorded in the scoring booklet.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

A profile is made on the cover page of the score booklet. The profile represents the T-scores and positive and negative correlations for each concept category.

TITLE: TEST OF CONCEPT UTILIZATION

Screening ☐ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

-May aid a teacher in recognizing a child's verbal-conceptual approach to learning.

-May aid in making prediction of a child's success or failure in his present grade or his potential next grade placement.

-May aid a teacher in choosing materials, methods and techniques for a student who has difficulty with conventional means.

NORMATIVE DATA:

Sample Size: 700 aged 5-18 years; divided into 14 age groups

Population Descriptors Used:

Socio-economic status as determined by 1960 U. S. Census categorization of head of household's occupation

Urban, metropolitan - Denver, Colorado and immediate surrounds

Mostly white children; approximately 1% Spanish surname; Black and Oriental children were included.

TECHNICAL ASPECTS:

Reliability: Inter-scorer reliability with one untrained and one trained test administrator scoring a random sample of TCU protocols had an agreement ranging from 95.4% to 99.8%.

Validity:

No Data Available

REFERENCES:

1. The Development of Concepts: A Manual for the Test of Concept Utilization

TITLE: TEST OF CONCEPT-UTILIZATION

Screening ☐Verification ☒

ADDITIONAL INFORMATION:

The administration procedures are difficult to understand.

TEST ANALYSIS

TITLE: VISUAL EFFICIENCY SCALE

Screening ☒ Verification ☐**BIBLIOGRAPHIC INFORMATION:**

Author:

Publisher:

American Printing House for the Blind

P. O. Box 6085

Louisville, Kentucky 40206

Editor:

Natalie C. Barraga

Copyright Date: 1970

Cost: Unknown

Ordering Information:

Forms:

DESCRIPTIVE INFORMATION:

Purpose:

"...designed to assess functioning of visual behaviors and responses to items of increasing complexity in size, detail and interpretation."

Age Range (CA):

MA:

Grade Level:

No age range stated

Format:

Child is presented with 48 items - geometric forms, shapes and words; varying in size, detail and complexity.

Time Required:

Untimed

Sub-Areas:

None

Observational Information:

None

Personally Identifiable Information Required:

None

TITLE: VISUAL EFFICIENCY SCALE

Screening ☒Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Ability to mark a response consistently.

Disability Groups:

Visually impaired with low residual vision.

Age Range (CA):

MA:

No age range stated.

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Initial testings should be done individually; reassessments may be administered in small groups.

Training Needed by Examiner:

Examiner should be familiar with the child to determine if an item is too small or complex for him to perceive.

Other Persons Required:

None.

Materials Required: (*items not provided in kit).

* Red pencil

SCORING AND INTERPRETATION:

Procedure:

A plus is given for each correct response; a minus for each incorrect response; totals for each section and entire scale may be determined.

Format:

Record of performance sheet lists item number and correct response for that item.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

A profile may be plotted on a separate profile sheet by circling each item number passed. Items are listed with the corresponding area they propose to test. A written summary of areas of strengths and weaknesses may be a useful explanation to the profile for the child's future program.

TITLE: VISUAL EFFICIENCY SCALE

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Items cover: discrimination and matching of geometric form, size, object contour, light/dark intensity, size and position in space, image constancy of outlines, pattern details, visual closure of figures, spatial perspective of figure outlines, visual discrimination and matching of object and abstract figure details, relationship of letter and word symbols and groups of symbols.

The *Teacher's Guide for Development of Visual Learning Abilities and Utilization of Low Vision* provides suggestions for teaching a visually impaired child to use his residual vision and lists of materials which may be useful to teach a child with low vision.

TEST ANALYSIS

TITLE: VISUAL EFFICIENCY SCALE

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May aid in determining the amount of useful residual vision a visually impaired child has in order to teach him to use his vision as much as possible.

-May aid teachers in determining the type of print materials that a visually impaired child would be able to use at various points in his academic career.

-Will point out a child's visual-perceptual strengths and weaknesses.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Teacher's Guide for Development of Visual Learning Abilities and Utilization of Low Vision

*Visual Efficiency Scale - profile
record of performance
scale booklet*

CONNECT1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109DATE: June 1977**TEST ANALYSIS****TITLE:** WALKER READINESS TEST FOR DISADVANTAGED
PRESCHOOL CHILDRENScreening ☒Verification ☐**BIBLIOGRAPHIC INFORMATION:****Author:** Wanda Walker**Publisher:**U. S. Dept. Health, Education
& Welfare
Office of Education**Editor:****Copyright Date:** None**Cost:** PREP report #22 - \$0.50**Ordering Information:**U. S. Government Printing Office
Superintendent of Documents
Washington, D. C. 20402**Forms:**

Form A

Form B

DESCRIPTIVE INFORMATION:**Purpose:**

To assess disadvantaged preschool children as culture fairly as possible.

Age Range (CA):**MA:****Grade Level:** Pre-kindergarten**Format:**

Child is asked to indicate his answer in some consistent manner, nodding, blinking, pointing or verbal response. Test consists of 50 items.

Time Required: 8-10 minutes**Sub-Areas:**Similarities
DifferencesNumerical analogies
Missing parts**Observational Information:**

Observations or unusual circumstances concerning the child or test situation should be noted on the score sheet.

Personally Identifiable Information Required:Child's name, age, race, sex
Name and location of the center
Population density (rural/urban)
Examiner's name, title
Date of testing

TITLE: WALKER READINESS TEST FOR DISADVANTAGED
PRESCHOOL CHILDREN

Screening ☒Verification ☐**EXAMINEE APPROPRIATENESS:****Prerequisite Skills:**

Ability to consistently indicate a response

Disability Groups:

Disadvantaged, Mildly Mentally retarded, Learning disabled, Physically handicapped, Speech impaired, Hearing impaired

Age Range (CA):

MA:

GRADE LEVEL: Pre-kindergarten

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:

No special training is required for administration. Classroom teacher or teacher aide may administer the test.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

None

SCORING AND INTERPRETATION:

Procedure: Scoring is accomplished by marking an answer sheet with the child's responses and placing a scoring stencil over it. Final score is the number of correct answers. A percentile ranking may be determined.

Format:

The Answer Sheet has choices coded by A, B, C, D

Space for Recording Retest:

The test booklet may be re-used if all markings are made on the answer sheet. Answer sheet is non-reusable.

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: WALKER READINESS TEST FOR DISADVANTAGED
PRESCHOOL CHILDREN

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- May indicate that a child requires an in-depth evaluation.
- May indicate a child's potential academic difficulties.
- May indicate a child's learning potential without regard to cultural values.

NORMATIVE DATA:

Sample Size: 6,662 - Form A
5,271 - Form B

Population Descriptors Used:

364 Head Start and Day Care Centers/208 urban; 156 rural
Every state had at least one class in the sample.

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

A Readiness Test for Disadvantaged Preschool Children - Stock Number 1780-1012

TITLE: WALKER READINESS TEST FOR DISADVANTAGED
PRESCHOOL CHILDREN

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Many of the pictures in this test are too small to identify similarities or differences. Several of the pictures in the Differences section seem to be the same size.

The test directions have been translated into Spanish and French to insure that the standardization is followed.

TEST ANALYSIS**TITLE:** WASHINGTON SPEECH SOUND DISCRIMINATION TEST Screening ☒ Verification ☐**BIBLIOGRAPHIC INFORMATION:**

Author: Elizabeth Prather Linda Sunderland
Adah Miner
Margaret Anne Addicott

Publisher: Ordering Information:
Interstate Printers & Publisher, Inc.
19-27 North Jackson Street.
Danville, Illinois 61832

Editor: Forms:

Copyright Date: 1971

Cost: Complete set - \$7.95; Test forms (pad of 64) - \$2.00

DESCRIPTIVE INFORMATION:**Purpose:**

Designed to evaluate speech sound discrimination.

Age Range (CA): 3-5 years MA:

Grade Level: Preschool-Kindergarten

Format:

Child is first trained to the manner of response (pointing). Test has 53 items using five pictures. Child is to point at the picture every time he hears the stimulus word.

Time Required:

15 minutes

Sub-Areas:

Cup Sun Toothbrush
Fish Cracker

Observational Information:

None

Personally Identifiable Information Required:

Standard information

TITLE: WASHINGTON SPEECH SOUND DISCRIMINATION TEST

Screening ☒Verification ☐**EXAMINEE APPROPRIATENESS:****Prerequisite Skills:**

- Ability to indicate having heard the word.

Disability Groups:

Speech impaired, Learning disabled, Physically handicapped, Mentally retarded.

Age Range (CA): 3-5 years MA:

ADMINISTRATIVE CONSIDERATIONS:**Group or Individual:**

Individual

Training Needed by Examiner:

Examiner must be familiar with the phonetic alphabet and be able to speak clearly.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

7 Stimulus cards - 1 each: cup
fish
sun
cracker
toothbrush
dog
bed

SCORING AND INTERPRETATION:

Procedure: A plus or minus is scored after each response by the child. Each sub-area is totaled for a total score. Means and standard deviations for each age group is on the record form.

Format:

Stimulus words and scoring are on the same record form.

Space for Recording Retest:

Record form is non-reusable.

Summary Sheet (graphic representation):

None

TITLE: WASHINGTON SPEECH SOUND DISCRIMINATION TEST Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

May aid in the identification of a child with poor sound discrimination who also has poor auditory memory; the test requires no memory sequencing skills.

NORMATIVE DATA:

Sample Size: 139

Population Descriptors Used:

Age - 20 at 3.5 years; 23 at 4.0; 21 at 4.5; 75 at kindergarten

TECHNICAL ASPECTS:

Reliability: Children tested with the original 66 item WSSD and then with the present 54 item - testing resulted in a correlation of .98. Inter-rater reliability between 2 examiners, scoring 5 tests simultaneously was 1.0.

Validity:

No Data Available

REFERENCES:

Washington Speech Sound Discrimination Test - manual
record form
stimulus cards

TEST ANALYSIS

TITLE: WASHINGTON SPEECH SOUND DISCRIMINATION TEST Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

An intermittent reinforcement schedule is provided after every few items. Only statement recommended to be used is, "Good listening."

INDEX - ALPHABETICAL BY TITLE

Volume I & II

1. AAMD Adaptive Behavior Scale (Public School Version) - Nadine Lambert
2. ABC Inventory - Normand Adair
3. Ability Profile Form - Instructional Fair
4. Activity Level Rating Scale - Katherine Banham
5. Ahr's Individual Development Survey - A. Edward Ahr
6. American School Reading Readiness Test - Willis E. Pratt
7. Animal Crackers - Dorothy C. Adkins
8. Anton Brenner Developmental Gestalt Test of School Readiness - Anton Brenner
9. Arizona Articulation Proficiency Scale - Janet Barker Fudala
10. Assessment of Children's Language Comprehension - Rochana Foster
11. Auditory Discrimination Test - Joseph Wepman
12. Auditory Pointing Test - Janet B. Fudala
13. Basic Concept Inventory - Seigfried Engelmann
14. Basic School Skills Inventory - Libby Goodman
15. Bayley Scales of Infant Development - Nancy Bayley
16. Behavioral Characteristics Progression - Santa Cruz Office of Education
17. Behavioral Developmental Profile - John D. Montgomery
18. Bender-Purdue Reflex Test - Miriam L. Bender
19. Bender Visual-Motor Gestalt Test - Laurette Bender
20. Bingham Button Test - William J. Bingham
21. Boyd Developmental Progress Scale - Robert D. Boyd
22. Brekkin-Drouin Developmental Spotcheck - Casa Colina Hospital
23. California Preschool Social Competency Scale - Samuel Levine
24. California Test of Mental Maturity - Elizabeth T. Sullivan
25. Callier - Azusa Scale - Robert D. Stillman

26. Carolina Developmental Profile - David L. Lillie
27. Carrow Elicited Language Inventory - Elizabeth Carrow
28. Cattell Infant Intelligence Scale - Psyche Cattell
29. Child Development Assessment Form - T. Thomas McMurray
30. CIRCUS - Gerry Ann Bogatz
31. Cognitive Skills Assessment Battery - Ann E. Boghm
32. Columbia Mental Maturity Scale - Bessie B. Burgemeister
33. Communicative Evaluation Chart - Ruth M. Anderson
34. Comprehensive Identification Process - Reid Zehrbach
35. DABERON - Virginia A. Danzer
36. Dallas Preschool Screening Test - Robert R. Percival
37. Deaf-Blind Program and Ability Screening Test - J. Lyall
38. DELCO-ELFMAN Developmental Screening Test - Rose Marks Elfman
39. Del-Rio Language Screening Test - Allen S. Toronto
40. Denver Articulation Screening Exam - Amelia Drumwright
41. Denver Audiometric Screening Test - William Frankenburg
42. Denver Developmental Screening Test - William Frankenburg
43. Denver Eye Screening Test - John Barker
44. Denver Prescreening Developmental Questionnaire - William Frankenburg
45. Detroit Tests of Learning Aptitude - Harry J. Barker
46. Developing Oral Language with Young Children - John F. Murphy
47. Developmental Articulation Test - Robert F. Hejna
48. Developmental Activities Screening Inventory - Rebecca F. DuBose
49. Developmental Checklist - Ruth Zimmerman
50. Developmental Indicators for the Assessment of Learning - Carl D. Mardell

51. Developmental Test of Visual-Motor Integration - Keith E. Beery
52. Developmental Test of Visual Perception - Marianne Frostig
53. Devereux Test of Extremity Coordination - George E. DeHaven
54. Early Detection Inventory - F.E. McGahan
55. Fairview Developmental Scale - James S. Giampiccolo
56. Fairview Language Evaluation Scale - Alan Boroskin
57. Fairview Problem Behavior Scale - Robert T. Ross
58. Fairview Self-Help Scale - Robert T. Ross
59. Fargo Preschool Screening Test - Fargo Public Schools
60. First Grade Screening Test - John E. Pate
61. Full Range Picture Vocabulary Test - R.B. Ammons
62. Functional Profile - Peoria ARC and UCP
63. Goldman-Fristoe Test of Articulation - Ronald Goldman
64. Goldman-Fristoe-Woodcock Test of Auditory Discrimination - Ronald Goldman
65. Guide to Children's Learning Skills - D.H. Stott
66. Hess School Readiness Scale - Richard J. Hess
67. Hiskey-Nebraska Test of Learning Aptitude - Marshall S. Hiskey
68. Houston Test of Language Development - Margaret Crabtree
69. Hyperactive Behavior Rating Scales - Fearon Publishers
70. Initial Learning Assessment - Edward G. Scagliotta
71. Kahn Intelligence Test - Theodore C. Kahn
72. Kindergarten Auditory Screening Test - Jack Katz
73. Kohn Problem and Social Competence Scale - Martin Kohn
74. Language Structured Auditory Retention Span Test - Luis Carlson
75. Learning Accomplishment Profile - Anne R. Sanford
76. Lindamood Auditory Conceptualization Test - Charles H. Lindamood
77. Magic Kingdom - Southwest Mental Health and Retardation Center

78. Maturity Level for School Entrance - Katherine M. Banham
79. Maxfield-Bucholz Scale of Social Competency - Kathryn E. Maxfield
80. Memphis Model: Comprehensive Development Scale - Alton Quick
81. Minnesota Preschool Scale - Florence L. Goodenough
82. Motor-Free Visual Perception Test - Ronald P. Colarusso
83. Motor Problems Inventory - Glyndon D. Riley
84. Murphy-Durrell Reading Readiness Analysis - Helen L. Murphy
85. Northwestern Syntax Screening Test - Laura Lee
86. Ochlocknee Five Year Old Screening Test - Ochlocknee Project
87. Parent Readiness Evaluation of Preschoolers - A. Edward Ahr
88. Peabody Developmental Motor Scales - Rhonda Folio
89. Peabody Picture Vocabulary Test - Lloyd M. Dunn
90. Pennsylvania Preschool Inventory - Russell A Dusewicz
91. Pennsylvania Training Model - Ellen Somerton-Fair
92. Photo Articulation Screening Test - Kathleen Pendergest
93. Physician's Handbook: Screening for MBD - John E. Peters
94. Piagetian Attainment Kit - Donald Burk
95. Pictorial Test of Intelligence - Joseph L. French
96. Porch Index of Communicative Ability in Children - Bruce E. Porch
97. Portage Guide to Early Education - Susan M. Blum
98. Preschool Attainment Record - Edgar Doll
99. Preschool and Early Primary Skill Survey - John A. Long
100. Preschool and Kindergarten Performance Profile - Alfred J. DiNola
101. Preschool Language Scale - Irla Lee Zimmerman
102. Program for Preschool Visually Impaired Children: Developmental Checklist -
Rochelle Rosenthal
103. Profile of Basic Learning Abilities - Robert E. Valett

104. Psychoeducational Evaluation of the Preschool Child - Eleonora Jedrysek
105. Psychoeducational Inventory of Basic Skills and Personal Development -
Franklin E. French
106. Pupil Rating Scale - Helmer R. Myklebust
107. Pupil Record of Behavior & Ruth Cheves
108. Quick neurological Screening Test - Margaret Mutti
109. Quick Test - R.B. Ammons
110. Receptive-Expressive Emergent Language Scale - Kenneth Bzoch
111. Riley Preschool Developmental Screening Inventory - Clara M.D. Riley
112. Scale of Effectiveness Motivation - D.H. Stott
113. School Readiness Survey - F.L. Jordan
114. Screening Speech Articulation Test - Merlin J. Meham
115. Screening Test for Academic Readiness - A. Edward Ahr
116. Screening Test for the Assignment of Remedial Treatments - A. Edward Ahr
117. Screening Test for the Auditory Comprehension of Languages - Elizabeth Carrow
118. Sequenced Inventory of Communication Development - Dona Lee Hedrick
119. Simkov Perceptual Organization Inventory - J.P. Kovecevic
120. Slosson Drawing Coordination Test - Richard L. Slosson
121. Slosson Intelligence Test - Richard L. Slosson
122. Spoken Word Count - Joseph Wepman
123. TARC Assessment System - Wayne Sailor
124. Teaching Research Motor Development Scale - H.D. Bud Fredericks
125. Templin-Darley Tests of Articulation - Mildred C. Templin
126. Test of Auditory Comprehension of Languages - Elizabeth Carrow
127. Test of Basic Experiences - Margaret H. Moss
128. Test of Concept Utilization - Richard L. Crager

129. TMR Performance Profile for the Severely and Moderately Retarded -
Alfred J. DiNola
130. Utah Test of Language Development - Merlin J. Mechem
131. Valett Developmental Survey of Basic Learning Abilities - Robert Valett
132. Verbal Language Development Scale - Merlin J. Mechem
133. Vineland Social Maturity Scale - Edgar Doll
134. Visual Efficiency Scale - Natalie C. Barraga
135. Walker Readiness Test for Disadvantaged Preschool Children - Wanda Walker
136. Washington Guide to Promoting Development in the Young Child -
University of Washington
137. Washington Speech Sound Discrimination Test - Elizabeth Prather
138. Yellow Brick Road - Christine Kallstrom
139. YEMR Performance Profile for the Young Moderately and Mildly Retarded -
Alfred J. DiNola

INDEX - ALPHABETICAL BY AUTHOR

VOLUME I & II

- Adair, Normand; Blesch, George
ABC Inventory
- Adkins, Dorothy C.; Ballif, Bonnie L.
Animal Crackers
- Ahr, A. Edward
Ahr's Individual Developmental Survey
Parent Readiness Evaluation of Preschoolers
Screening Test for Academic Readiness
Screening Test for the Assignment of Remedial Treatments
- Ammons, Robert B.; Ammons, Helen S.
Full Range Picture Vocabulary
Quick Test
- Anderson, Ruth M.; Miles, Madelaine; Matheny, Patricia A.
Communicative Evaluation Chart
- Baker, Harry J.; Leland, Bernice
Detroit Tests of Learning Aptitude
- Banham, Katherine M.
Activity Level Rating Scale
Maturity Level for School Entrance
- Barker, John; Goldstein, Arnold; Frankenburg, William K.
Denver Eye Screening Test
- Barraga, Natalie C.
Visual Efficiency Scale
- Bayley, Nancy
Bayley Scales of Infant Development
- Bender, Lauretta
Bender Visual-Motor Gestalt Test
- Bender, Miriam
Bender-Purdue Reflex Test
- Beery, Keith E.
Developmental Test of Visual Motor Integration

- Bingham, William J.
Bingham Button Test
- Bluma, Susan M.; Shearer, Marsha S.; Frohman, Alma H.; Hilliard, Jean M.
Portage Guide to Early Education
- Boehm, Ann E.; Slater, Barbara, M.
Cognitive Skills Assessment Battery
- Bogatz, Gerry Ann; Draper, Thomas; Jugeldut, Ann; Ward, William C.;
Valentine, Susan; McAloon, Ann; Swinton, Spencer
CIRCUS
- Boroskin, Alan
Fairview Language Evaluation Scale
- Boyd, Robert D.
Boyd Developmental Progress Scale
- Brenner, Anton
Anton Brenner Developmental Gestalt Test of School Readiness
- Burgemeister, Bessie B.; Blum, Lucille; Lorge, Irving
Columbia Mental Maturity Scale
- Burk, Donald
Piagetian Attainment Kit
- Bzoch, Kenneth R.; League, Richard
Receptive-Expressive Emergent Language Scale
- Carlson, Luis
Language Structured Auditory Retention Span Test
- Carrow, Elizabeth
Carrow Elicited Language Inventory
Screening Test for Auditory Comprehension of Languages
Test of Auditory Comprehension of Language
- Casa Colina Hospital
Brekkin-Drouin Developmental Spotcheck
- Cattell, Psyche
Cattell Infant Intelligence Scale

- Cheves, Ruth
Pupil Record of Behavior
- Colarusso, Ronald P.; Hammill, Donald D.
Motor-Free Visual Perception Test
- Crabtree, Margaret
Houston Test of Language Development
- Crager, Richard L.; Spriggs, Ann J.
Test of Concept Utilization
- Danzer, Virginia; Lyons, Theresa M.
DABERON
- DeHaven, George E.; Bruce, James D.
Devereux Test of Extremity Coordination
- DiNola, Alfred J.; Kaminsky, Bernard P.; Sternfeld, Allan E.
Preschool and Kindergarten Performance Profile
TMR Performance Profile for the Severely and Moderately Retarded
YEMR Performance Profile for the Young Moderately and Mildly Retarded
- Doll, Edgar
Preschool Attainment Record
Vineland Social Maturity Scale
- Drumwright, Amelia
Denver Articulation Screening Exam
Denver Audiometric Screening Test
- DuBose, Rebecca F.; Langley, Mary Beth
Developmental Activities Screening Inventory
- Dunn, Lloyd M.
Peabody Picture Vocabulary Test
- Dusewicz, Russell A.
Pennsylvania Preschool Inventory
- Elfman, Rose Marks
DELCO-ELFMAN Developmental Screening Test
- Engelmann, Seigfried
Basic Concepts Inventory

- Fair, Ellen Somerton-
Pennsylvania Training Model
- Fargo Public Schools
Fargo Preschool Screening Test
- Fearon Publishers
Hyperactive Behavior Rating Scales
- Folio, Rhonda; DuBose, Rebecca F.
Peabody Developmental Motor Scales
- Foster, Rochana; Giddan, Jane J.; Stark, Joel
Assessment of Children's Language Comprehension
- Frankenburg, William K.; Dodds, Josiah B.; Fandal, Alma W.
Denver Developmental Screening Test
- Frankenburg, William K.; Van Doorninck, William J.; Dick, Nathan P.;
Liddell, Theresa N.
Denver Pre-screening Developmental Questionnaire
- Fredericks, H.D. Bud; Baldwin, Victor L.; Doughty, Philip; Walter, L. James
Teaching Research Motor Development Scale
- French, Franklin
Psychoeducational Inventory of Basic Skills and Personal Development
- French, Joseph L.
Pictorial Test of Intelligence
- Frostig, Marianne; Lefever, Welty; Whittlesey, John R.B.
Developmental Test of Visual Perception
- Fudala, Janet Barker
Arizona Articulation Proficiency Scale
- Fudala, Janet Barker; Kunze, LuVern H.; Boss, John D.
Auditory Pointing Test
- Giampiccolo, James S.; Boroskin, Alan
Fairview Developmental Scale
- Goldman, Ronald; Fristoe, Macalyne
Goldman-Fristoe Test of Articulation
- Goldman, Ronald; Fristoe, Macalyne; Woodcock, Richard W.
Goldman-Fristoe-Woodcock Test of Auditory Discrimination
- Goodenough, Florence L.; Maurer, Katherine M.; Van Wegenen, M.J.
Minnesota Preschool Scale

- Goodman, Libby; Hammill, Donald D.
Basic School Skills Inventory
- Hedrick, Dona Lee; Prather, M. Elizabeth; Tobin, Annette R.
Sequenced Inventory of Communication Development
- Hejna, Robert F.
Developmental Articulation Test
- Hess, Richard J.
Hess School Readiness Scale
- Hiskey, Marshall S.
Hiskey-Nebraska Test of Learning Aptitude
- Instructional Fair, Inc.
Ability Profile Form
- Jedrysek, Eleonora; Klapper, Zelda; Pope, Lillie; Wortis, Joseph
Psychoeducational Evaluation of the Preschool Child
- Jordah, F.L.; Massey, James
School Readiness Survey
- Kahn, Theodore C.
Kahn Intelligence Test
- Katz, Jack
Kindergarten Auditory Screening Test
- Kohn, Martin; Parnes, Barbara; Rosman, Bernice L.
Kohn Problem Checklist & Social Competence Scale
- Kovecevic, J.P.
Simkov Perceptual Organization Inventory
- Lambert, Nadine; Windmiller, Myra; Cole, Linda; Figueroa, Richard
AAMD Adaptive Behavior Scale (Public School Version)
- Lee, Laura
Northwestern Syntax Screening Test
- Levine, Samuel; Elzey, Freeman F.; Lewis, Mary
California Preschool Social Competency Scale
- Lillie, David L.; Harbin, Gloria L.
Carolina Developmental Profile

- Lindamood, Charles H.; Lindamood, Patricia C.
Lindamood Auditory Conceptualization Test
- Long, John A.; Morris, Morton; Stouffer, George A.W.
Preschool and Early Primary Skill Survey
- Lyall, J.; Henry, V.; Grahan, T.; Lassiter, S.
Deaf-Blind Program And Ability Screening Test
- McGahan, F.E.; McGahan, Carolyn
Early Detection Inventory
- McMurray, T. Thomas; Brooke, Fan
Child Development Assessment Form
- Mardell, Carol D.; Goldenberg, Dorothea S.
Developmental Indicators for the Assessment of Learning
- Maxfield, Kathryn E.; Bucholz, Sandra
Maxfield-Bucholz Scale of Social Competency
- Mecham, Merlin J.
Screening Speech Articulation Test
Verbal Language Development Scale
- Mecham, Merlin J.; Jex, J. Lorin; Jones, J. Dean
Utah Test of Language Development
- Montgomery, John D.; Donahue, Mike; Keiser, Arlene F.; Smith, Vicky I.;
Walden, Milford F.; Roecker, Vickey L.
Behavioral Developmental Profile
- Moss, Margaret H.
Test of Basic Experiences
- Murphy, Helen; Durrell, Donald D.
Murphy-Durrell Reading Readiness Analysis
- Murphy, John F.; McDonnell, Charles A.
Developing Oral Language with Young Children
- Mutti, Margaret; Spalding, Norma V.; Sterling, Harold M.; Crawford, C. Slade
Quick Neurological Screening Test
- Myklebust, Helmer R.
Pupil Rating Scale

- Ochlocknee Project
Ochlocknee Five Year Old Screening Test
- Pate, John E.; Webb, Warren W.
First Grade Screening Test
- Pendergest, Kathleen
Photo Articulation Test
- Peoria ARC & UCP
Functional Profile
- Percival, Robert R.; Poxon, Suzanne C.
Dallas Preschool Screening Test
- Peters, John E.; Davis, Joanna S.; Goolsby, Cleo M.; Clements, Sam D;
Hicks, Tom J.
Physician's Handbook: Screening For MBD
- Porch, Bruce E.
Porch Index of Communicative Ability in Children
- Prather, Elizabeth; Miner, Adah; Addicott, Margaret Anne; Sunderland, Linda
Washington Speech, Sound Discrimination
- Pratt, Willis E.; Stouffer, George A.W.
American School Reading Readiness Test
- Quick, Alton; Little, Thomas L.; Campbell, A. Ann
Memphis Model: Comprehensive Developmental Scale
- Riley, Clara M.D.
Riley Preschool Developmental Screening Inventory
- Riley, Glyndon D.
Motor Problems Inventory
- Rosenthal, Rochelle
Program for Preschool Visually Impaired Children :
Developmental Checklist
- Ross, Robert T.
Fairview Problem Behavior Scale
Fairview Self Help Scale
- Sailor, Wayne; Mix, Bonnie Jean
TARC Assessment System

- Sanford, Anne R.
Learning Accomplishment Profile
- Santa Cruz Office of Education
Behavioral Characteristics Progression
- Scagliotta, Edward G.
Initial Learning Assessment
- Slosson, Richard L.
Slosson Drawing Coordination Test
Slosson Intelligence Test
- Southwest Mental Health and Retardation Center
Magic Kingdom
- Stillman, Robert D.
Callier - Azusa Scale
- Stott, D.H.
Guide to Children's Learning Skills
- Stott, D.H.; Sharp, J.D.
Scale of Effectiveness Motivation
- Sullivan, Elizabeth T.; Clarke, Willis W.
California Test of Mental Maturity
- Templin, Mildred C.; Darley, Frederic L.
Templin-Darley Tests of Articulation
- Toronto, Allen S.; Leverman, D.; Hanna, Cornelia; Rosenzweig, Peggy;
Maldonado, Antoneta
Del-Rio Language Screening Test
- University of Washington
Washington Guide to Promoting Development in the Young Child
- Valett, Robert E.
Valett Developmental Survey of Basic Learning Abilities
Profile of Basic Learning Abilities
- Walker, Wanda
Walker Readiness Test for Disadvantaged Preschool Children

- Wepman, Joseph M.
Auditory Discrimination Test
- Wepman, Joseph M.; Hass, Wilbur
Spoken Word Count
- Zehrbach, Reid
Comprehensive Identification Process
- Zimmerman, Irla Lee; Steiner, Violette G.; Evatt, Roberta L.
Preschool Language Scale
- Zimmerman, Ruth; Bornstein, Susan
Developmental Checklist